DOCUMENT RESUME

ED 324 708 CS 507 277

AUTHOR Herring, Roger D.
TITLE A Cross-Cultural Review of Nonverbal Communication with an Emphasis on the Native American.
PUB DATE 85
NOTE 79p.
PUB TYPE Information Analyses (070)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *American Indian Culture; *American Indians; Communication Research; *Cross Cultural Studies; Cultural Context; *Intercultural Communication; *Interpersonal Communication; *Nonverbal Communication; North Americans
IDENTIFIERS *Native Americans

ABSTRACT

This paper documents the importance of nonverbal behavior and nonverbal communication across cultures, their relevance to interpersonal communication between ethnicities and cultures, and discusses their relevance to Native Americans. It presents a historical survey, a selective review of the literature, an overview of accepted theories of nonverbal behavior and nonverbal communication, and finally, a synthesis of the theoretical bases of the topic as applicable to Native Americans. The paper's sections are as follows: Rationales for Nonverbal Study; Functional Analysis of Nonverbal Behavior; Nonverbal Behavior versus Nonverbal Communication; Basic Issues in Nonverbal Behavior/Nonverbal Communication Research; Selective Historical Outline of Methodological Development; Theoretical Perspectives (which describes five perspectives: a social skills model, arousal models, an equilibrium model, a sequential function model, and communicative models); Cross-Cultural Nonverbal Communication; Native American Implications; and Overall Conclusions. Twenty-nine pages of references are attached, along with a page of errata. (SR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

A Cross-Cultural Review of Nonverbal Communication with an Emphasis on the Native American

Roger D. Herring, Ed.D.
Assistant Professor of Counselor Education
University of Arkansas at Little Rock
Little Rock, Arkansas

ED324708

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Roger Herring

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

CS507277

Table of Contents

Preface i

Rationales for Nonverbal Study 1

Functional Analysis of Nonverbal Behavior 3

Nonverbal Behavior versus Nonverbal Communication 4

Basic Issues in Nonverbal Behavior/Nonverbal Communication Research 5

Selective Historical Outline of Methodological Development 6

Theoretical Perspectives 10

- Social Skills Model 10
  - Interpersonal Attitudes 11
  - Emotional States 11
  - Nonverbal Accompaniments of Speech 12
  - Rituals 12
  - Self-Presentation 12
  - Discussion 12
- Arousal Models 14
  - Intimacy Model 14
  - Discrepancy Model 15
  - Supportive Research 15
  - Non-supportive Research 15
- Equilibrium Model 16
  - Research Studies 17
- Sequential Functional Model 17
  - Advantages 19
  - Limitations 19
- Communicative Models 20

Classical 21

Structural 22

Cross-Cultural Nonverbal Communication 23

Cultural Implications 30

Native American Implications 31

Overall Conclusions 36

Preface

The history of the empirical study of nonverbal behavior began with Charles Darwin's The expression of the emotions in man and animals (1872/1963). After Darwin's original research, nonverbal behavior and nonverbal communication research evolved through several periods of varied academic specializations. The early approaches concentrated on two theoretical issues: (a) whether nonverbal behaviors were innate or acquired through social learning; and (b) the communicative use of expressive actions.

The study of nonverbal behavior and communication is currently characterized by two major foci: (a) the study of the individual; and (b) the study of the interaction. With these two perspectives, investigators have attempted to research nonverbal behavior from a cross-cultural perspective. Such studies have been conducted mainly on single cases and within single cultures. Results reported may be culture-specific and the relationship between nonverbal behavior and external referents may be culturally different.

Whereas the importance of cross-cultural assessment of nonverbal behavior is only rarely alluded to in research studies, a more frequent concern is found with the importance of ethnic group or race. The primary objective of the present review exists in documenting the importance of nonverbal behavior and nonverbal communication across

cultures and their relevance to interpersonal communication between ethnicities and cultures. A secondary emphasis involves nonverbal behavior and nonverbal communication and their relevance to the Native American. To those ends, the present review presents a descriptive narrative, including a historical survey, a selective review of the literature, an overview of accepted theories of nonverbal behavior and nonverbal communication, and finally, a synthesis of the theoretical bases of the topic, as applicable to the Native American.

Rationales for the Study of Nonverbal Behavior

Wolfgang (1979) has enumerated several differentiations between nonverbal behavior (NVB) and verbal behavior. Nonverbal behavior replaces languages and/or conveys additional information. Nonverbal behavior can classify, modify, and confirm oral language. Nonverbal behavior has a more limited range than verbal language for expressing logical, creative or sophisticated ideas, whereas NVB is more suitable for expressing feelings and attitudes, more ambiguous, and more socially and culturally bound for meaning. Finally, both NVB and verbal language are independent, used simultaneously, and are largely culture bound.

The need for NVB as a communicative means when verbal language is readily available is based upon nonverbal signals having greater impact for expressing attitudes and emotions than verbal messages and nonverbal signals. When a verbal channel is full, the nonverbal channel is utilized for feedback and signal synchronization. Nonverbal signals convey messages without focusing attention to them (Argyle, 1975). Argyle (1974) also noted that a lack of verbal coding exists in many areas, whereas NVB can be coded. The main difference (apart from language) between animals and humans is that humans incorporate basic nonverbal signals into complex social acts.

Another rationale for studying NVB concerns the existence of miscommunication within education, social skills training, personal therapy, social classes, group dynamics, and age/gender groupings. For example, the effects of a leader's self-disclosure and NVB on group members' perceptions of leader attractiveness can reduce intra-group tension (Curran & Loganbill, 1983; Guyer & Mathews, 1981). Another example exists in cultural misunderstandings between tourists in other countries.

Intercultural miscommunication research has focused on research in facial expressions & personal distance (Hall, 1966), voice tone (Adams, 1957), rules (Pike, 1967), and cognition (Bennett & McKnight, 1966). Other efforts to improve intercultural communication include studies in proximity, orientation, and touching (Collett, 1971, 1972); social skills (Haines & Eachus, 1965); moral education (McPhail, 1972); interviews (Sidney & Argyle, 1969); modeling (McKnight, 1971); and sensitivity training (Jecker, Naccoby, & Breitrose, 1965).

A final rational is found in counseling process. Counselor expertness and trustworthiness as assessed by NVB has yielded numerous studies, such as Duetscher (1969), Hovland et al. (1953), Kaul & Schmidt (1971), Krauss (1981), Nagata et al. (1983), Robbins & Haase (1985), Roll, Schmidt, & Kaul (1972), and Strong (1968). "Good" and "bad" counselors are rated by their NVB in the studies of Lee &

Hallberg (1982), Scheid (1976), and Siegal & Sell (1978). Clients' initial impressions of counselors via NV cues are reviewed by Pauronit (1982) and Strong & Schmidt (1970a, 1970b). Counselor expertness is determined through client perception of NVB in Barak (1982), as is counselor verbal-NV congruence by Hill (1981), Kleinke and Tully (1977), La Crosse (1975), and Reade & Mouse (1980).

Counselor NVB cues are also influential in the use of eye contact, body lean, client/counselor distance, smiling, head nodding (Haase & Tepper, 1972; Kleinke et al., 1975; Tipton & Rymer, 1978), and perceived attractiveness (Claiborn & Schmidt, 1977; Dell, 1973; Dell & Kerr, 1976; Merluzzi, 1977; Schmidt & Strong, 1971; Sue, 1974; Strong & Dixon, 1971).

Counselors' use of gestures is addressed by several studies including Claiborn (1979), Haase & Tepper (1972), Lee (1980), Sherer & Rogers (1980), and Tepper & Haase (1978). Other NVB areas in which counselors have been studied include touch (Alagna, 1979; Stockwell & Dye, 1980), and body language (Sielski, 1979).

Functional Analysis of NVB

A functional perspective of NVB consists of describing the relationship to the management of immediate situations (e,g., synchronizing speech, providing feedback, expressing intimacy) or to the support or replacement of verbal communication (Argyle, 1972; Argyle & Dean, 1965; Argyle,

Lalljee, & Cook, 1968; Kendon, 1967; Patterson, 1983). The communication systems perspective on NVB functions addresses: (a) defining and constraining the communicative system, (b) regulating the flow of interaction and providing feedback, and (c) communicating content, usually in complementary but redundant fashion to the verbal channel. Ekman and Friesen (1969) emphasized NVB may repeat, contradict, complement, or accent oral speech.

Specific functional NVB categories are separated into a molecular focus (isolated behavioral patterns) which include providing of information and the regulating of interaction, and a molar focus (extended exchanges) which include expressing intimacy, exercising social control, and facilitating service or task goals (Patterson, 1983). At this point NVB and NV communication (NVC) require differentiation.

NVB versus NVC

NVB consists of speech, vocalizations, and verbal utterances accompanied by an intricate set of NV signals providing feedback, illustrations, and help with sychronization (Harper, Wiens, & Matarozzo, 1978; Harper, Wiens, Matarozzo, & Wolfgang, 1979). NVB are a part of the message - the prosodic signals of timing, pitch, and emphasis especially. Other NV signals are independent of speech contents (Harper et al., 1978).

Knapp (1972) defines NVC as "all those human responses which are not described as overtly manifested words - either oral or written" (p. 57). Harrison (1973) elaborates this definition stating that NVC:

> is a broad range of phenomena: everything from facial expression & gesture to fashion and status symbols, from dance and drama to music and mime, from flow of affect to flow of traffic, from the territoriality of animals to the protocol of diplomats, from extrasensory perception to analog computers, from the rhetoric of violence to the rhetoric or topless dancers (p. 93).

The basic paradigm of human communication is a person (encoder) who transmits behavior (code) that is understood by another person (decoder) (Wiener, Davoe, Rubinow, & Geller, 1972). Whereas NVB consists of signs and communications, NVC implies: (a) a socially shared signal system (i.e., a code), (b) an encoder who makes something public via code, and (c) a decoder who responds systematically to that code. A NV sign implies only that a decoder has made an inference concerning a behavior or has attached significance to a behavior. Nothing is implied about the encoding end. No justifiable basis exists for calling any NVB "communication" unless both processes are considered. Weiner and his associates have criticized Ekman & Friesen's (1969) attempts to define NVC as lacking an explicit concept of code to aid in the sign-communication distinction.

Argyle (1975) claims NVC is usually taken to imply intention to affect another. One criterion is that its

makes a difference whether the other person is present and in a position to receive the signal. Another criterion is that the signal is repeated, varied, or amplified if it has no effect. These criteria are independent of conscious intention to communicate which is often absent (e.g., dilated pupils can be simply a physiological response). In addition, NVC is used to describe behavior that transcends spoken or written words (i.e., on the awareness level) (Harrison, 1974; Wolfgang, 1979).

Basic Issues in NVB/NVC Research

Having differentiated NVB and NVC, a presentation of basic issues in studying NVC is warranteed. Scherer and Ekman (1982) separate the study of NVC into two foci - the individual and the interaction. The study of the individual involves the externalization/expression of traits/states, inferences gained from NV cues, and intra-individual organization of behavior. An attempt is made to study the hierarchical structure of behavior organization, including the execution of strategies on different levels and the synchronization of various types of simultaneously occurring motor activities (Von Cranach & Harre, 1983). The study of the interaction comprises a cultural communication code (Birdwhistell, 1952), the coordination of behavior in social interaction, and interpersonal relationships.

The distinction between approaches with the individual and those with the interaction is based on the difference in

scientific interest and perceived research priorities. Only very extreme adherents of either approach would question the validity of the other perspective, although there are some differences of opinion concerning the usefulness of certain concepts and research approaches. Thus, these two foci are complementary rather than contradictory. It is only the complexity of the appropriate research design and the amount of time and expertise needed that deter researchers from studying both at the same time. Attempts to combine the two foci indicate that integrative research will continue and be refined as this decade concludes (Ekman, 1972; Exline & Fehr, 1982; Duncan & Fiske, 1977; Scherer & Scherer, 1980). An outline is now presented to note the history of NVC research methodology. (see Table 1)

Historical Outline of Methodological Development

The recent renewal of interest in NVC has served to rekindle the controversy created by Darwin's original studies. Darwin (1872/1965) separated NVB into two theoretical issues. One concerned innate versus social learning of NVB (e.g., facial expressions to be biologically determined). Darwin's second issue concerned the communicative use of expressive signs. He maintained that innate facial expressions did not originate in a need to communicate although they provide information. He clearly accepted the fact that some NVB, specifically symbolic gestures, serve primarily communicative functions, and that

these are used "voluntarily and consciously" in a culturally shared code, although he was convinced that all of these movements had "some natural and independent origin" (p. 355).

Darwin's contemporary anthropological psychologists showed much interest in NVB (Allport, 1968). In examining differences and similarities between different faces and cultures, they addressed communication systems such as language, gestures, and facial expressions (Kleinpaul, 1888/1972; Wundt 1900-1920). This tradition's basic tenet assumed that differences between persons manifest themselves in a particular style of expressive movement. Representative studies include Allport & Vernon (1933), Buhler (1933), Pear (1931), and Wolf (1943).

Under the influence of Nazism, German psychology degenerated into an ideology of racial determinism. German psychologists tried to show the superiority of Aryan races manifested even in expressive behavior patterns. Efron (1941/1972) was determined to disprove these claims, and is recognized as the first psychologist to use films and drawings extensively in research. His distinction of types of hand movements was adopted and refined later by Ekman and Freisen's work (1969, 1975).

Birdwhistell (1952/1970) was mainly influenced by structural linguistics (Hockett, 1960) and introduced its methodology to the analysis of movement. He tried to define

movement units within a hierarchically organized code, almost entirely determined by cultural convention and learning. Also, he developed one of the first transcription systems of NVB. Birdwhistell had much influence, conceptually and methodologically, in the development of a science of kinesics (body movements). Yet, his work has generated very few empirical research studies.

The most notable development of the 1950s/1960s was the heightened concern of psychiatrists/clinical psychologists with NVB of mental patients. Approaches differed widely, depending on the goals of the inquiry, and are cited in later sections.

The natural history approach combined a confluence of ideas from anthropology, structural linguistics, information theory, and psychiatry. It was concerned with a structural analysis of the communication patterns between patients/therapists. This approach did not clarify what rules control the identification of structural units and the hierarchical organization, and this omission reflected its major problem. Researchers within this approach include Bateson (1942), Birdwhistell (1952), Brosin, Fromm-Reichmann, & Hockett (1960), and McQuown (1971). More recently, Scheflen (1966, 1973) and Kendon (1970, 1973) have attempted to indicate with greater specificity how to proceed in order to identify the structural organization of behavior.

Freud (1904) concluded that NVB might reveal repressed, non-verbalized unconscious processes (Ferenczi, 1926; Reich, 1949). The psychoanalytics studied body motion and vocalization via clinical observation, filmed records, microanalysis, and functional behavior classification. Conceptual and methodological distinctions included in autistic movements (Krout, 1931), self-directed movements (Mahl, 1968), hand movements (Ekman & Freisen, 1969; Freedman, 1972), face-body distinctions (Ekman, 1965; Dittman, 1962), and voice patterns (Mahl & Schulze, 1964; Moses, 1954; Ostwald, 1963).

Discussion. These research approaches had an increasing impact on the study of NVB (i.e., ethology). The development of a special branch of human ethology has subsequently resulted. Because all animal behavior is NV, human ethologists have had to develop methods of observation and analysis suitable to uncovering the organization underlying the observable NVB pattern (Eibl-Eibesfeldt, 1970; Hinde 1972). The greatest gift of human ethological research as been the development of sophisticated techniques for the analysis of sequences and clusters of behavior. These approaches have exerted a strong influence on the recent interest in the study of human development and mother-infant interaction, where these techniques are utilized and further refined (Blurton Jones, 1971).

Having reviewed the development of methodology, attention is now directed to currently accepted theoretical perspectives.

Theoretical Perspectives

Behavior is structured and organized. But because behavior is a process, rather than a material structure, its organization is an aspect of its transient nature. This organization is manifested in the patterning of movements and postures in space and time. Scientists seek to describe this spatial and temporal structure objectively, to relate it to any causes and effects, and, in doing so, to explain it in terms of the principles that organize and regulate the behavioral process.

Currently, five basic theoretical perspectives emphasize the study of NVB: social skill, equilibrium, sequential functional, communication, and arousal. The perspectives will be addressed nonchronologically, including selected empirical research.

Social Skills Model

The social skills model began with Argyle and Kendon (1967) and further developed by Argyle (1969). This model suggests that the monitoring of another's reactions is an essential part of social performance. Verbal signals are mainly heard, but NV signals are mainly seen, the exceptions being the NV aspects of speech and touch. Thus, the implication of speech and touch. Thus, the implication of

this model concerns the study of gaze in social interaction. (see Figure 1)

In a dyadic interaction, each person looks about 50% of the time, mutual gaze occupies 25% of the time, looking while listening is about twice the level of looking while talking, glances are about 5 seconds, and mutual glances about 1-2 seconds, with wide variations due to gender combinations, distance, and personality (Argyle & Cook, 1976). Kendon (1967) found that long glances are given by speakers at the end of utterances, and it is likely that one function is to collect feedback on reactions to these utterances.

Argyle divides NVC into five basic functions (1969, 1979): interpersonal attitudes, emotional states, NV accompaniments of speech, rituals, and self-presentation.

Interpersonal Attitudes. Interpersonal attitudes are attitudes toward others who are present. They mainly fall along two dimensions: superior-dominant & inferior-submissive and dislike-cold & like-warm. These attitudes can be conveyed by NV signals, such as facial expression and voice tone.

Variance due to NV cues was about 12 times the variance due to verbal cues in affecting judgments of inferior-superior and friendly-hostile messages (Argyle, Alkema, & Gilmour, 1972; Argyle, Salter, Nicholson, Williams, & Burgess (1970). The attitudes of others are

perceived, then, mainly from their NVB. People can judge with some accuracy when others like them, but are much less accurate in perceiving dislike (Tagiuri, 1958). The reason is that expressions of dislike are concealed, and only the more subtle ones remain, such as bodily orientation.

Emotional States. Emotions are not directed toward others present, but are states of the individual. Common ones are anger, depression, anxiety, joy, surprise, fear, and disgust (Ekman, Friesen, & Ellsworth, 1972). Emotional states can be covered by speech but such statements will not be believed unless supported by appropriate NVC. Also, NVC can convey the message without the speech.

NV Accompaniments of Speech. These signals are faster than those discussed so far, and are linked to verbal communication. Three main forms of these signals are (a) completing and elaborating of verbal utterances, (b) managing synchronization when two are talking, and (c) sending feedback signals.

Rituals. Rituals are standard sequences of social behavior that bring about brief changes of relationship (e.g., greetings or farewells), more permanent changes (e.g., weddings), or changes if state of individuals (e.g., puberty rites, graduation, healing rituals). Van Gennap

(1908) postulated that rituals always consist of separation, transition, and incorporation phases.

Self-Presentation. Information about the self that is put into words must be done very indirectly, or derision or disbelief may result. NV signals are more acceptable, though they may be misleading as well. If self-presentation turns out to be bogus, embarrassment ensues, as Goffman (1959) has observed.

Discussion. Argyle (1979) emphasized two visual modes in a social skills model. The first is gaze which is viewed as an affiliative signal used to obtain feedback during conversation, and involves different time scales. The largest time scale is the overall percentage of gaze over a period of time. An interactor looks more at people he/she likes, and when he/she is at a greater distance, to compensate for the physical separation. Gaze is also intermittent and the detailed timing of glances can also be studied. Glances are typically 1-5 seconds long and occur at the ends of utterances and at grammatical breaks in speech. An aversion of gaze exists at the beginning of utterances, and especially after questions. People look nearly twice as much while listening as while talking (Argyle & Cook, 1976).

A third time scale concerns fixations of gaze, lasting about .3 second. A glance of 4 seconds consists of 12 fixations in a repeated sequence round the other's face, but

particularly at his/her eyes and mouth. During interaction, gaze is directed to the other person or persons present, or at objects of mutual interest like task materials. The rest of the time there is unfocused gaze at irrelevant objects, or out of the window.

Argyle's second focus involves gestures which are defined as the using of hands for communication as well as grasping. Graham and Argyle (1975) found that decoders could reproduce shapes more accurately when encoders were allowed to use their hands, especially for shapes difficult to describe in words and especially for Italian subjects. Kendon (1972) and others have shown that there is fairly close synchrony between a speaker's verbal output and his/her gestures, and that large verbal units are linked with large bodily movements. Gestures are the NV equivalent of talking to oneself (Argyle, 1979). They can be produced experimentally, and have fairly stable meanings.

Arousal Model: Intimacy vs. Discrepancy

Arousal has frequently been linked to NV involvement (e.g., Gale, Lucas, Nissim, & Harpham, 1972; Kleinke & Pohlen, 1971; McBride, King, & James, 1965; Nichols & Champness, 1971). This arousal in combination with a cognitive labeling process gives a means by which affective reactions to another's change in NV involvement could be explained (Schachter & Singer, 1962). If sufficient changes produced arousal, contrasting adjustments to that person

might be a product of how that arousal was labeled (Patterson, 1976). Decreased arousal also seems to be an important component in some NV exchanges. The arousal component may be then generally described as arousal change brought about by intimacy. (see Figure 2.1)

The arousal model posits that if the change in another's NV involvement is not sufficiently great, then neither arousal change nor labeling process will be activated, resulting in no required behavorial adjustment. When the change is sufficiently great, arousal change and its labeling process will be initiated. If past experience, the situation, and related cues are positive, the person will develop a positive affective reaction such as affection, love, or comfort. If those factors are negative, then an appropriate negative emotional reaction such as fear or anxiety will develop. Positive emotional reactions should facilitate the reciprocation of involvement, whereas negative emotional reactions should facilitate compensation. The proposed mediating processes provide a coherent explanation for both the compensation effect common in clinical research and the reciprocity effect common in everyday life.

Cappella and Greene (1982) take a contrary view and suggest exchange is potentially relevant for all expressive behaviors. Their model is an elaboration of Stern's (1974) discrepancy-arousal theory that explained infant-adult

interaction. They propose that the cognitive component precedes rather than follows arousal. Arousal in interactions is a product of the discrepancy between an individual's cognitive expectations about another's behavior and the actual behavior of that person. Little discrepancy should precipitate no arousal and consequently be perceived as affectively neutral. Moderate discrepancy is assumed to be moderately arousing and therefore pleasurable, whereas high discrepancy is assumed to be highly arousing and unpleasant. In this way, the amount of increased arousal determines the affective reaction of the individual, which then specifies the type of behavior adjustment initiated.

Supportive Research. Recent research seems to support the arousal model. The research includes studies of manipulated involvement (Coutts, Schreider, & Montgomery, 1980), staring (Ellsworth & Langer, 1976), cartoon watching interaction of children (Foot, Smith, & Chapman, 1977), proximity (Storms & Thomas, 1977), touch (Whitcher & Fisher, 1979), and personal space (Worchel & Teddlie, 1976).

Non-supportive Research. The Patterson, Roth, and Schenk (1979) study of placing groups in a more confronting, circular arrangement versus a less confronting, L-shape arrangement provided only limited support for the arousal model. In the 1981 study of confederate-subject interaction during a waiting period by Patterson, Jordan, Hogan, and Frerker, the results suggested that the same or comparable

levels of involvement can have a different meaning, depending on the order and context in which they appear.

Overall, the pattern of findings from published research supports the arousal-intimacy model only moderately. However, the discrepancy-arousal model offers considerable promise for a more parsimonious explanation of patterns of NV exchange, but it will take time before empirical evidence can accumulate.

Equilibrium Model

Argyle and Dean's (1965) equilibrium model of interpersonal intimacy presents the first structured theoretical approach to NV exchange. This model proposes that, in given interaction, a definable appropriate or comfortable level of intimacy exists between individuals. Intimacy is manifested in terms of involvement behaviors such as distances, eye contact, smiling, verbal intimacy, and possibly other behaviors. This model also suggests that there is pressure to maintain that involvement at the comfortable or equilibrium level.

Once a comfortable level of involvement has been effected or negotiated, variations in one or more of the component behaviors will require compensatory adjustments. Comfortable levels of involvement will vary, but the predicted compensation process should generalize. Specifically, a condition of dis-equilibrium (too much or too little involvement by one person) results in directional

compensatory adjustments in one or more of the involvement behaviors.

Research Studies. Early research on the equilibrium model indicated considerable support (Patterson, 1973), but other studies yielded results directly contradicting those predicted (Breed, 1972; Chapman, 1975; Jourard & Friedman, 1970). Instead of compensation for increased involvement, these studies showed matching or reciprocity, not a decrease, in a partner's involvement. The existence of few published studies reporting reciprocal adjustments and the observation that adjustments are common in everyday life suggest that a more comprehensive theory is needed to explain both compensatory and reciprocal adjustment (Patterson, 1973, p. 14).

Sequential Functional Model

Patterson's (1982) sequential functional model emphasizes a functional analysis of NV involvement. This model represents an attempt to develop a comprehensive theory of NV exchange. Although other models of NV exchange recognize some variablility in the functions served by NVB, they do not integrate these into a framework for predicting patterns of NV involvement.

The sequential process begins with antecedent factors, include personal characteristics, experiences, and relational-situational constraints. These antecedent factors exercise influence covertly at the pre-interaction

stage by (a) determining behavioral predispositions for differential involvement, (b) precipitating arousal change, and (c) developing cognitive and affective expectancies. The joint effect of these three mediators shape each person's level of involvement. A stable exchange may be defined as one in which the discrepancy between the expected and actual involvement with the other person is minimal. Thus, further cognitive work is unnecessary and major behavioral adjustments are not required. (see Figure 2.2)

When the discrepancy between expected and actual involvement is large, a condition of instability results which stimulates more cognitive-arousal processes. These processes lead to adjustments in NV involvement that may be accompanied by a reassessment of the interaction's function. When instability exists, additional arousal and cognitive activity will occur until either the interaction is stable or it is ended.

The sequential functional model views interaction behavior as the product of a sequence of related events. Its foundation is the distinction proposed between the interaction behaviors and the functions served by them. This distinction is supported by the recognition that the same behavioral patterns can serve very different functions in an interaction. Then, an understanding of NV exchange requires not only that we can describe the interactive behavior, but also analyze the purpose of that behavior.

The pursuit of the function or purpose of some behavioral pattern necessarily gives rise to questions about attributions, cognitive focus, scripts, and other issues that are central in cognitive psychology today. Consequently, this theory complements current cognitive approaches to the understanding of behavior (Patterson, 1982).

Advantages. The advantages can be summed in three major statements (Patterson, 1982). First, a functional approach pursues the purpose behind specific behavioral patterns - the reasons underlying behavior (i.e., intimacy, social control, and service-task categories). Also, this model is compatible with a multivariate description of NVB. Even if research has been developed and analyzed from a channel approach, the behaviors of others in general are meaningful to the extent that they are reflected in organized patterns and not simply in isolated cues. Third, this model provides a framework for the application of knowledge about interpersonal processes to the analysis of NVB. The chances to promote a more comprehensive view of social behaviors are improved.

Limitations. Inferences about functions are often based on minimal evidence and tentative. Nisbliett and Wilson's (1977) critique of research on the verbal reporting of mental process concludes that in many situations people can not accurately verbalize the cognitive processes that guided

their NVB. The contrasting view that verbal reports of cognitive process can be valid, at least under the right conditions, has gathered support (Cotton, 1980; Ericsson & Simon, 1980; Smith & Miller, 1978; White, 1980). A less direct, and also less reactive, way of inferring functional bases for interaction is to observe consistences in behavior over time and across different actors (Goffman, 1959, 1963, 1967).

Second, many behavioral sequences apparently serve more than one function. Some allowance needs to be made for differentiating between molecular functions (providing information & regulating interaction) and molar functions (intimacy, social control, & service-task). Thus, it is appropriate to identify specific isolated behavioral cues as either informative or regulatory, while at the same time, describing overall exchange in terms of one of the molar functions.

Third, the testability of this model is questionable. The more focused and specific theories are preferrable to this model from the standpoint of disconfirmability. The model's deficiences in testability might be balanced by its relative comprehensiveness. The sequential functional model does offer a fertile basis for a variety of important and testable hypotheses, even though the model as a whole may not be as disconfirmable as the equilibrium theory. This is illustrated by its specific measures (influence of the

mediating factors of cognitive-affective assessment & arousal change) and its substantive issues (defining NV involvement, verbal and NV involvement, role of acquisition, and personality influences).

Communicative Models

NV communicative models are labeled by various terms, such as "behavioral system" and "structural" approaches (Scheflen, 1973), "event-centered, integrated epistemological" approach, field view, or structural paradigm (Scheflen, 1979). Nonverbal implies a dichotomy between processes that are not verbal and processes that are made up of words. An inherent problem is that nonspeech behavior is a vast, ill-defined, and unbounded set of activities that can include anything anyone wants it to include. However, communication can be separated operationally into two basic divisions - classical and structural.

Classical Models. The expressional and reactional foci stress that communication is that which is expressed. These models focus upon one person and ignore the others as if communication was the activity of a single organism. These are really models of how an organism participates in communication, and not models of communication itself. In these models the obsever views the participant as (1) a subject who is expressing something, or (2) as an object who is perceiving something and reacting to it as a response.

Within the interactional model, an observer shifts his/her view of communication from one person to another. The process of communication is then visualized as a sequence of action and reactions between the participants. One person expresses, the other responds, and so forth.

The expressional and response models typically view a phenomenon as having its source in some other body, or person. The interaction model is more complex and posits two or more bodies give source or cause to each other's behavior. It is less reductive but retains causative and emergent sources. The investigator looks at one person at a time, from speaker to speaker as each one "takes turns."

Structural View. In the 1920s structural linguistics began to study patterns of sounds (Sapir, 1921), Lewin's field theory appeared (Lewin, 1951), and concepts of networks or channels of theory yielded descripted transmissions of communication (Shannon & Weaver, 1949).

The major deficit of the structural view of communication is its abstractness. The 1950s brought an important realization - the process of communication occurred though the mutual use of coded behaviors. With this realization the study of communication could focus upon observable phenomena (i.e., upon the patterns of audible and seeable behavior). A second realization was that participants do not only employ a common behavior code in communication but they also follow a common pattern.

These two realizations have been reinforced by subsequent research in the structure of communication. Examples of this research include Levi-Strauss (1963) who focused on structure of myths and beliefs in a culture, and Goffman (1961, 1963) who abstracted the rules that people employ in communicational activities. Ethnomethodologists use a similar orientation but focus upon the sequencing of linguistic participation (Mehan & Wood, 1975). Social psychologists now conceive that an agenda governs the taking of turns in communication (Duncan, 1972). "Context analysis" of linguistic-kinesic analysis has also addressed the issue of structural communication (Birdwhistell, 1970; McQuown et al., 1971; Scheflen, 1973, 1974).

In addition, a theory of communication must account for changes. Bateson's (1955) distinction that people provide signals about the ongoing process in which they were involved (e.g., smiling to indicate teasing) is becoming more apparent as research continues and expands. "Metacommunications" describes this behavior. It is behavior about what is happening, when these behaviors are visibly or audibly manifest.

Having defined NVB and NVC and having delineated examples, purposes, implications, and methodologies, the background is established for the application of NVC in a cross-culturally.

Cross-Cultural Nonverbal Communication

As Sotomayer (1977) has noted, efforts to provide human services to certain minority groups continue to be criticized on the basis of their applicability to linguistically and culturally different ethnic groups. Most helping approaches do not include language and culture as tools in understanding the behaviors of bilingual individuals; nor is there recognition of their role in a therapeutic meaningful experience.

The Supreme Court decision, stemming from Lau v. Nichols, emphasized the importance of language in learning and other cognitive processes, as well as the responsibility of the educational institution to provide instruction in the mother tongue of the student.

Three components - language, culture, and ethnicity - play a most important role in the formation of the self-concept, and in the development of cognitive and coping skills. The three are analytically different, yet they are interrelated. While culture and ethnicity continue to be the subject of discussion and ongoing review, language has been less understood in terms of indentifying ways of integrating this most complex phenomenon into social work practice. An additional concern appears in a need for increased efforts to research and integrate NVC into a deeper understanding of communication.

Erickson (1979) speaks of culturally conventional ways in which (1) speakers signal listeners that active listening re-response is about to be appropriate, and (2) listeners signal speakers that they are paying attention. In the Anglo-Saxon system, a relatively high threshold for minimal levels of activity necessary to signal attention is found. Listening attention is signaled relatively subtly.

If one takes seriously the idea that cultural differences in communication style can be a source of interactional "trouble" in interactional encounters in settings like schools and work places, what can be done about it? Erickson (1979) notes three actions. First, one can become aware of the nature of the trouble. Second, one can again access to culturally similar persons to assist in understanding a culture. And third, one may improve the quality of interracial interaction through the training of people to communicate better.

Intercultural communications is defined as communication that allows one to approximate another's meanings, although not necessarily fostering agreement (Ruhly, 1976). At least three potential benefits of the study of intercultural communication are apparent. First, by understanding the components of of intercultural communication, one may be able to avoid unintentional conflict and violence. Second, one may be better able to understand intercultural conflict when it occurs. And third, one may learn more about

him/herself by trying to perceive and comprehend alternative meanings.

Ruhly (1976) contends that the most important principle of NVC in intercultural communication is that a "message may not be a message, and conversely, 'not a message' may be a message" (p. 18). The same NV message cue may have different cultural meanings.

Intercultural communication is not only a matter of understanding words but of understanding NV signals as gestures, spatial relations, touch, and temporal relationships (Smith, 1966). Other research shows that the main impact of communication originates from facial expression and least from verbal content (Mehrabian, 1972). As Hall (1959) notes, one can only have a token understanding of another culture and that the real job is understanding one's own culture. Also, one can not shed one's culture and can not erase it as culture penetrates at the very roots of one's nervous system (Hall, 1966).

Wolfgang (1979) characterizes NVC as being of import in cross-cultural relations in the following ways: (1) NVC normally operates out of the awareness level and unlike verbal behavior it is hard to manipulate or falsify; (2) NVC carries greater impact then words, particularly in revealing emotions; (3) NVC can be used as an index of assimilation; and (4) NVC can also be used for stereotyping others, for example, English-Canadians may be described as "cold",

"distant", and Italians as "loud" or "emotional" (Wolfgang, 1975).

Mortensen's (1977) "levels of significance" are attempts to further clarify the awareness level of NVC. The random level attaches no regularity, no recognized meaning, and no significance within the person's native culture to another person's NVC. The idiosyncratic level associates regularity with NVC occurrence, but the association is peculiar to a single person and it applies within a given culture only. The shared level exists if the information associated with NVC's occurrence is common to a class of individuals. However, this varies with how many people attach significance to the act and/or the number of situations in which it causes significance.

Mortensen also contends that these levels of significance afford sources of misunderstanding. What is random or idiosyncratic in one culture may have shared significance in another culture; and the same NV act may have different shared significance in separate culture. In addition, the significance attached to a behavior can exist at varying levels of awareness. Research studies demonstrate the ability to perceive and consider alternative explanations of phenomena people perceive and the possession of empathetic qualities are necessary qualities to successfully interrelate with different cultures (Condon & Yousef, 1975).

The impetus for the study of cultural influences on NVC can be credited to the work of E. T. Hall (1963, 1966, 1968). Hall focused on cultural differences in proxemics (the study of distance zones) and necessarily stressed the spatial separation between individuals. Space is important, not so much in itself, but rather for the way it structured other interactive behaviors (e.g., touch, gaze, body posture, and even smell).

Probably the area of NVC that causes the most trouble is bodily contact, as the world is divided into contact and non-contact cultures (Hall, 1966). A contact involvement would be most likely to stand close to one another, occasionally touch, and use more frequent gestures. Cultures displaying these characteristics include Arabs, Southern Mediterranean people, and Latin American people. Research studies which substantiate these characteristics include Forston and Larson (1968), Watson and Graves (1966), and Noesjirwan (1977, 1978).

A noncontact involvement society interacts at distances that make touch unlikely. Examples would include English and North European societies. Americans tend to interact between the extremes but closer to noncontact involvement.

Another factor affecting cultural differences in the use of NV involvement may be the language used in the interaction. Sussman and Rosenfeld (1982) assessed the seating habits of Venezuelan foreign students as being

contact and Japanese foreign students as being noncontact when speaking their own respective languages. When speaking in English, however, the Venezuelan students displayed noncontact mannerisms and the Japanese students displayed contact mannerisms. Thus, when subjects from two contrasting cultures conversed in English, their differences in seating preferences disappeared.

Hall (1966) established that people from different cultures may live in what amounts to different sensory worlds. Contact cultures emphasize visual input. Within noncontact cultures, greater interpersonal distances are maintained so that the interaction partner can be easily focused visually. Thus, according to Hall, culturally specific involvement levels are the by-product of habitual modes of gathering information. Sussman and Rosenfeld's (1982) results seem inconsistent with Hall's emphasis on contrasting cultural styles of relating to the world. It is unlikely that merely changing the language spoken in an interaction could immediately alter the manner in which one selects and processes sensory information.

An important issue relative to the study of NVC involves which research approach the investigator adopts. The multivariate approach requires a comprehensive, integrated description of NVC. This approach is consistent with an emphasis on patterns of behaviors and an appreciation of the coordinate impact of several related behaviors on the

process of interpersonal communication. This research approach focuses mainly on one set of related behaviors that seems most important for the interaction. Research studies related to the multivariate approach include Dittman (1972), Duncan (1972), Ekman & Friesen (1969), Mehrabian & Ferris (1967), Mehrabian & Ksionzky (1972), and Smith (1969). The contrary research approach - the channel approach - involves isolated specific NVC behaviors. Each NV channel or behavior is sequentially examined in isolation. The approach is convenient for organizational purposes, but it makes difficulty an appreciation of the coordinated, interdependent relationships among behaviors as they actually occur.

A final concern in the matter of cross-cultural differences relates to the generalizability of the results. Hall (1966) studied males interacting with one another. His subjects were usually middle class or upper middle class members of society. In at least some of the contact cultures described by Hall, the involvement patterns of females are much more constrained than those of males (Patterson, 1983). In these instances, gender-specific social customs would outweigh general patterns.

Research, at least most of that conducted in North America, has not led to any clearcut generalizations. Most studies examined potential racial differences in involvement. Evidence indicates that Blacks prefer closer

interaction distances than whites prefer (Aiello & Jones, 1971; Bauer, 1973; Jones & Aiello, 1973), whereas other studies report either the opposite or no difference at all (Baxter, 1970; Jones, 1971; Willis, 1966). One of the better designed studies which controlled for socioeconomic difference found no evidence for racial differences (Scherer, 1974). This finding suggests that some of the apparent racial differences are really a function of socio-economic differences between subjects.

Cultural Implications

The challenge of understanding NVB in a multi-cultural setting evokes a variety of questions concerning the nature of culture, cultural contact, and communication. No agreement among the experts exist on any of these. Culture is man's primary mode of coding information in a way that enables him to cope with an increasingly complex life. One might also say that culture is a set of solutions to past problems and challenges and it therefore past oriented, and as a consequence, short in its inventory of solutions to future problems. Communication is always a transaction and involves information. Man's experience in the intercultural field is fraught with difficulties because people use different "silent languages" (Hall, 1959), most of which are outside of conscious awareness.

Apart from political and economic reasons, there are definable reasons why human beings of different cultures

have so much trouble with each other. Models that are developed and used as cultures change gradually, grow out of date or may have been defective in the first place. They do not match, mesh, or are incongruent with the basic nature of the human organization (Hall, 1976).

Native American Implications

The Native American has not been the focus of studies relative to NVB or NVC. Most of the research available relates to the Native American in a counseling/interview situation.

Generally, the theme of serious things getting said in what appears to be unserious ways is found among Native Americans (Basso, 1979). The clearest example of this expression exists in the remarkable performances of the western Apache's "ritual clowns" who appear, masked and painted, in certain types of curing ceremonials. Like men who imitate Anglo-American in jokes, ritual clowns transform primary texts (a set of myths) into secondary texts (a representation of figures and events described in the myths). Similarly, the two major principles they employ are contrast and distortion. Clowns, however, are not permitted to speak, and therefore their performances must be accomplished entirely be means of movement, gesture, and the manipulation of physical objects by the clowns (Basso, 1979, p. 63, note 28, p. 108). Each of the Native American tribal units have analogous ceremonial and ritual dance

(performance) to communicate their histories, myths, beliefs, and feelings to observing tribal members. These demonstrations resemble the purposes and actions of the traditional mime and illustrate the Native American's pervasive use of NVC strategies.

Hall and Hall (1971) posit the NVC is not restricted to body language. body language. Everything communicates if one knows how to read the message. Hall (1966) refers to the largely unconscious phenomenon of NVC as the "hidden dimension" of culture - hidden because, unlike verbal messages, NV messages are embedded in the contextual field of communication. Wolfgang (1971) describes NVC as the "silent language " because of the absence of sound in the interaction. Both descriptions accurately depict the Native American's mode of communication.

The Native American's historical culture was based largely on NV components. Not having a written language for centuries, the Native American relied heavily on NV means to communicate. Dances, rituals and ceremonies, and every day oral language were replete with NV aspects. Shamans (i.e., medicine men/healers) attempted to sychronize the tribe through singing, dancing, clapping, moving together, or whatever the individual tribal customs were in religious/healing rites (Byers, 1977;l Corberly, 1972). Like most oral language peoples, Native Americans depended

upon imagery to express their thoughts in graphic similes and metaphors of the natural world (Brown, 1981, p. xii).

Deloria (1970) notes that the non-Native American thinks in a sequence integrated toward linear logical development. The Native American thinks holistically, experienced from the inside with thoughts integrated toward a center (p. 11). The Native American's history has evolved from an oral culture through a literate culture and then suddenly thrust beyond the literate culture by white communicative media into a qualitatively different oral culture again (p. 29).

The true Native American is completely distorted by the T.V. and Hollywood Indian (Deloria, 1970, p. 32). This image of Native Americans being renegades, treacherous savages, or as "Uncle Tomahawks" has contributed, and continues to do so, to current American culture's conception of Native Americans.

Historically, other minority groups have fared much better than the Native American has. No ethnic group has suffered the inhumanities which Native Americans have endured. The Native American tends to value trust and understanding more than other attributes. As a result they may be even more sensitive to NVC behaviors of non-Native Americans (Brown, 1981; Deloria, 1970; Herring, in press).

The Native American's history was always devoid of English. Native Americans were only allowed to speak English when an important message had to be translated.

Even then the dialogue reverted back to monosyllabic grunts and unintelligible noises. This, in its self, renders certain NV inferences. Another popular image of the Native American is that of an artifact from the past. Guilt-stricken whites see the need to retain the relics and rituals of a long-past culture - one which their ancestors contributed in its destruction.

Many gestures and expressions can be misconstrued and lead to misunderstandings and tensions. Individuals need to be very cautious not to practice "nonverbal ethnocentrism" where it is assumed that their own forms of NV expressions are natural and normal (Eisenberg & Smith, 1971). If the speech patterns are different from the dominant culture, different NVC patterns can be expected (Johnson, 1971). Any incongruence between verbal and NVB, in dealings with Native Americans, may result in invalid messages (Bremme & Erickson, 1977; Galloway, 1977).

A point to keep in mind relative to NVC patterns of Native Americans is that over 500 different tribes still exist. Thus, generalizations have to be accepted with the qualification that individual tribal units may vary in specific details, but that all share similar characteristics. For example, all Native Americans have a disdain for being stared at and may appreciate distance to equally protect themselves from others and from others' aggressive, and demanding ways (Sue, 1981).

Of equal import to the Native American is the soft handshake. This is typical of a humble people who shake hands with non-humble people. A loud and overbearing manner is exceedingly irritating and makes the Native American feel subservient and causes them to shut the other person out as they clam up and remain quiet. Talking excessively to a Native American may be taken to mean that the talker is conceptualizing Native Americans as "novelties".

Native Americans are generally quiet, reserved in expression of feelings, non-assertive, and gregarious (Sue, 1981). Direct stares are considered hostile. This technique is used to chastise children. A specific example exists in the traditional Navajos who use much more peripheral vision and avoid eye contact if possible (Knapp, 1972). The gaze of Native Americans directed toward a conversational partner often wanders from one eye to the other, and even leaves the speakers' face for long periods (Hall, 1959).

Another important Native American quality is their orientation toward time. This characteristic is usually translated into NVC patterns of seeming disdain for appointments or unconcern for timetables (Hall, 1959; Sue, 1981).

Numerous instances of improper communication and misrepresentation of facts have caused persons in helping professions, as well as the general public, to be considered

as meddlesome and untrustworthy by Native Americans (Bryde, 1971; Lewis & Ho, 1979; Trimble, 1976). Also, in communication with strangers, Native Americans easily recognize the culture-specific patterns of implicit NV process (Gudykunst & Kim, 1984). In addition, Wolfgang's (1978) study of social distances from authority figures among West Indians can be generalized to the Native American. Again, this tendency to keep a distance from non-Native Americans is a historically influenced behavior.

Native Americans may perceive a non-Native American's behavior as indicative of aloofness, coldness, or a desire not to communicate. Additionally, Native Americans may misinterpret the behaviors as an attempt to become inappropriately intimate or of being pushy. For example, Eskimos (although not Native American but who share cultural similarities) may sit side by side rather than across from one another when talking about intimate aspects of their life (Sue, 1981).

As previously noted, most research on Native Americans in the realm of interpersonal communication involves counseling, helping, or interviewing studies. The nv cues fundamental to a counseling/helping/interviewing session include eye contact, forward lean, hand gestures, smiles, and head nods. These cues are utilized by counselors/helpers/interviewers to establish trustworthiness, empathy, and respect.

Studies stressing the importance of achieving these qualities nonverbally in dealing with Native Americans include LaFromboise & David (1980); LaFromboise, Dauphinais, & Rowe (1980); Lee, Uhlemann, & Hease (1985); Robbins & Hease (1985); and Rothmeier & Dixon (1980). Another interesting study by Cattey (1980) noted the cultural differences in processing information in a study of Native Americans and Chinese subjects. Both ethnic groups use similar interpretations of NV cues such as lack of eye contact, distant spatial relationships, and masking in processing NV information.

References

Adams, J. B. (1957). Cultures and conflict in an Egyptian village. American anthropologist, 59, 225-235.

Aiello, J. R., & Jones, S. E. (1971). Field study of the proxemic behavior of young school children in three subcultural groups. Journal of personality and social psychology, 19, 351-356.

Akamatsu, T. J., & Thelen, M. H. (1974). A review of the literature on observer characteristics and imitations. Developmental psychology, 10(1), 38-47.

Alagna, F.J. (1979). Evaluating reaction to interpersonal touch in a counseling interview. Journal of counseling psychology, 26(6), 465-471.

Allport, F. H. (1924). Social psychology. Boston: Houghton.

Allport, G. W. (1968). The historical background of modern social psychology. In G. Lindzy & E. Aronson (Eds.), The handbook of social psychology (2nd ed., Vol. 1). Reading, MA: Addison-Wesley.

Angle, S. S., & Goodyear, R.K. (1984). Perceptions of counselor qualities: Impact of subjects' self-concepts, counselor gender, and counselor introductions. Journal of counseling psychology, 31(4), 576-579.

Applegate, R. B. (1975). The language teacher & the rules of speaking. TESOL quarterly, 9, 271-281.

Ardrey, R. (1966). The territorial imperative. NY: Atheneum.

Argyle, M. (1969). Social interaction. London: Methuen.

Argyle, M. (1972). Non-verbal communication in human social interaction. In R. A. Hinde (Ed.), Non-verbal communication. Cambridge: Cambridge University Press.

Argyle, M. (1975). Bodily communication. NY: International Universities Press, Inc.

Argyle, M. (1979). New developments in the analysis of social skills. In A. Wolfgang (Ed.), Nonverbal behavior: Applications and cultural implications. NY: Academic Press.

Argyle, M., Alkema, F., & Gilmore, R. (1972). The communication of friendly and hostile attitude by verbal and nonverbal signals. European journal of social psychology, 1, 385-402.

Argyle, M., & Cook, M. (1976). Gaze and mutual gaze. Cambridge: Cambridge University Press.

Argyle, M., & Dean, J. (1965). Eye-contact distance and affiliation. Sociometry, 28, 289-304.

Argyle, M., & Graham, J. A. (1976). The Central Europe experiment - looking at persons and looking at objects. Environmental psychology and nonverbal behavior, 1, 6-16.

Argyle, M., & Ingham, R. (1972). Gaze, mutual gaze, and proximity. Semiotica, 6(1), 32-49.

Argyle, M., & Kendon, A. (1967). The experimental analysis of social performance. In W. L. Berkowitz (Ed.), Advances in experimental social psychology (pp. 55-91). NY: Academic Press.

Argyle, M., & Lalljee, M., & Cook, M. (1968). The effects of visibility on interaction in a dyad. Human relations, 21, 3-17.

Argyle, M., Salter, V., Nicholson, H., Williams, M., & Burgess, P. (1970). The communication of inferior and superior attitudes by verbal and nonverbal signals. British journal of social and clinical psychology, 9, 222-231.

Asch, S. E. (1952). Social psychology. Englewood Cliffs, NJ: Prentice-Hall.

Atkinson, D. R., & Wampold, B. E. (1971). A comparison of the counselor rating form & the counselor effectiveness rating scale. Counselor education and supervision, 21(1). 25-36.

Bacorn, C. N., & Dixon, D. N. (1984). The effects of touch on depressed and vocationally undecided clients. Journal of counseling psychology, 31(4), 488-496.

Bancroft, G. W. (1975). Teacher education for the multicultural reality. In A. Wolfgang (Ed.), Education of immigrant students: Issues & answers (pp. 164-183). Toronto: Ontario Institute for Studies in Education. Symposium Series 5.

Barak, Azy et al. (1982). Effects of certain counselor behaviors on perceived expertness and attractiveness. Journal of counseling psychology, 29(3), 261-267.

Bartienieff, I., & Davis, M. (1965). Effort shape analysis of movement: The unity of expression & function. Unpublished manuscript. Albert Einstein College of Medicine, NY. (available from Dance Notation Bureau, 8 E. 12th St., NY, NY)

Basso, K. H. (1979). Portraits of "the Whiteman": Linguistic play and cultural symbols among the western Apache. Cambridge: Cambridge University Press.

Bateson, G. (1955). The message "this is play." In B. Schaffner (Ed.), Group process (Vol, 2). Madison, NJ: Madison Printing.

Bateson, G., & Mead, M. (1942). Balinese character: A photographic analysis (Vol. 2). NY: Special Publications of the NY Academy of Sciences.

Bauer, E. (1973). Personal space: A study of Blacks and whites. Sociometry, 36, 402-408.

Baxter, J. C. (1970). Interpersonal spacing in natural settings. Sociometry, 33, 444-456.

Becker, F. D. (1973). Study of spatial markers. Journal of personality & social psychology, 26, 439-445.

Benedict, R. (1946). The chrysanthemum and the sword. Boston: Houghton-Mifflin.

Bennett, J. W., & McKnight, R. K. (1966). Social norms, national imagery, & interpersonal relations. In A. G. Smith (Ed.), Communication and culture, NY: Holt, Rinehart, and Winston.

Birdwhistell, R. L. (1952). Introduction to kinesics. Washington, DC: Foreign Service Institute, Louisville: University of Louisville Press.

Birdwhistell, R. L. (1963). The kinesic level in the investigation of emotions. In P. Knapp (Ed.), Expression of the emotions in man (pp. 123-139). NY: International Wniversities Press.

Birdwhistell, R. L. (1970). Kinesics and context. Philadelphia: University of Pennsylvania Press.

Blurton Jones, N. G. (1971). Criteria for use in describing facial expressions. Human biology, 43, 365-413.

Boise, R., Hanley, C. P., Gansler, D., Shaughnessy, P., & Dudek, B. C. (1984). Generality of observational skill across verbal and nonverbal modes: Lit review and experimental test. Journal of nonverbal behavior, 8(3), 172-186.

Boomer, D. S. (1965). Hesitation and grammer encoding. Language & speech, 8, 148-158.

Boomer, D. S., & Dittman, A. T. (1962). Hesitation pauses and juncture pause in speech. Language & speech, 5, 215-220.

Boomer, D. S., & Dittman, A. T. (1964). Speech rate, filled pause, and body movements in interviews. Journal of nervous and mental disease, 139, 324-327.

Borod, J. C., Doff, E. A., & White, B. (1983). Facial asymmetry in posed & spontaneous expressions of emotions. Brain & cognition, 2, 165-175.

Boucher, J. D., & Carlson, G. E. (1980). Recognition of facial expression in three cultures. Journal of cross-cultural psychology, 11, 263-280.

Breed, G. (1972). The effect of intimacy: Reciprocity or retreat? British journal of social & clinical psychology, 11, 135-161.

Bremme, D. W., & Erickson, F. (1977). Relationships among verbal and nonverbal classroom behaviors. Theory into practice, XVI(3), 153-161.

Brown, D. (1981), Bury my heart at wounded knee. NY: Pocket Books.

Bryde, J. F. (1971). Indian students and guidance. In W. S. Stone & B. Shertzer (Eds.), Guidance monograph series: Minority group and guidance. Boston: Houghton Mifflin.

Buck, R. (1975). Nonverbal communication of affect in children. Journal of personality & social psychology, 31, 644-653.

Buck, R. W., Savin, V. J., Miller, R. E., & Caul, W. F. (1972). Communication of affect through facial expressions in humans. Journal of personality & social psychology, 23, 362-371.

Buhler, K. (1933). Ausdruckstheorie. Jena: Fischer.

Byers, P. (1977). A personal view of nonverbal communication. Theory into practice, XVI(3), 134-140.

Byers, P., & Byers, H. (1972). Nonverbal communication and the education of children. In C. Cazden, V. John, & D. Hymes (Eds.), Functions of language in the classroom. MY: Columbia University, Teachers College.

Cairns, R. B. (1979). The analysis of social interactions: Methods, issues, & illustrations. Hillsdale, NJ: Erlbaum.

Cattey, M. (1980). Cultural differences in processing information. Journal of American Indian education, 20(1), 22-28.

Chapman, A. J. (1975). Eye contact, physical proximity and laughter: A reexamination of the equilibrium model of social intimacy. Social behavior and personality, 3, 143-155.

Chapple, E. D. (1948/49). The interaction chronograph: Its evolution and present application. Personnel, 25, 295-307.

Chatfield, C., & Lemon, R. E. (1970). Analyzing sequences of behavioral events. Journal of theoretical biology, 29, 427-445.

Cherry, C. (1961). On human communication. NY: Science Editors.

Childers, J. H., Jr., & Basse, D. T. (1980). A Gestalt approach to psychological education. Elementary school guidance and counseling, 15(2), 120-126.

Claiborn, C. D. (1979). Counselor verbal intervention, nonverbal behavior, and social power. Journal of counseling psychology, 26(5), 378-383.

Cline, M. G. (1967). The perception of where a person is looking. American journal of psychology, 80, 41-50.

Colgan, P. W. (Ed.). (1978). Quantitative ethology. NY: Wiley.

Collett, P. (1971). On training Englishmen in the non-verbal behavior of Arabs: An experiment in inter-cultural communication. International journal of psychology, 6, 209-215.

Collett, P. (1972). Some psychological differences between Arabs & Englishmen relevant to Arab-English encounters: Structure and content in cross-cultural studies of self-esteem. International journal of psychology, 7, 169-179.

Condon, J. C., & Yousef, F. S. (1975). An introduction to intercultural communication. Indianapolis: Bobbs-Merrill.

Condon, J. C., & Yousef, F. S. (1978). See what I mean! Observations on nonverbal communication across cultures: An introduction to intercultural communication. Indianapolis: Bobbs-Merrill.

Condon, W. S., & Ogston, W. D. (1966). Soundfilm analysis of normal and pathological behavior patterns. Journal of nervous and mental disease, 143, 338-347.

Condon, W. S., & Ogston, W. D. (1967). A segmentation of behavior. Journal of psychiatric research, 5, 221-235.

Corberly, L. (1972). An interactional analysis of ten curing ceremonies. Unpublished thesis, Columbia University.

Corrigan, J. D., Dell, D. M., Lewis, K. N., & Schmidt, L. D. (1980). Counseling as a social influence process: A review. Journal of counseling psychology monograph, 27(4), 395-441.

Cotton, J. L. (1980). Verbal reports on mental processes: Ignoring data for the sake of theory? Personality and Social psychology bulletin, 6, 278-281.

Coutts, L N., Schneider, F. W., & Montgomery, S. (1980). An investigation of the arousal model of interpersonal intimacy. Journal of experimental social psychology, 16, 545-561.

Critchley, M. (1970). The language of gesture. London: E. Arnold.

Crystal, D. (1969). Prosodic systems and intonation in English. Cambridge: Cambridge University Press.

Cuceloglu, D. M. (1970). Perception of facial expressions in three different cultures. Ergonomics, 13, 93-100.

Curran, J., & Loganbill, C. R. (1983). Factors affecting the attractiveness of a group leader. Journal of college student personnel, 24(4), 350-355.

Darwin, C. R. (1965). The expression of emotions in man and animals. London: John Murray. (Original work published 1872)

Darwin, C. R. (1877). A biological sketch of an infant. Mind, 2, 285-294.

Dauphinais, P., Dauphinais, L., & Rowe, W. (1981). Effects of race and communication style on Indian perceptions of counselor effectiveness. Counselor education and supervision, 21(1), 72-80.

Davis, M. (1972). Understanding body movement: An annotated bibliography. NY: Arno Press.

Davis, M. (1975). Towards understanding the intrinsic in body movement. NY: Arno Press.

Davis, M (1979). The state of the art: Past and present trends in body movement research. In A. Wolfgang (Ed.), Nonverbal behavior: Applications and cultural implications. NY: Academic.

Davitz, J. R., & Davitz, L. J. (1959). The communication of feelings by content-free speech. Journal of communication, 9, 6-13.

Deloria, V., Jr. (1970). We talk, you listen. NY: Dell.

Dennis, V. C., & Powers, E. R. (1972). Nonverbal communication in across-cultural dyads. Summary in Proceedings of the 80th Annual Convention of the American Psychological Association. Washington, DC: American Psychological Association.

Desor, J. A. (1977). Toward a psychological theory of counseling. Journal of personality & social psychology, 21, 79-83.

Dittman, A. T. (1962). The relationship between body movements and moods in interviews. Journal of consulting psychology, 26, 480.

Dittman, A. T. (1972). Interpersonal messages of emotion. NY: Springer.

Dittman, A. T., & Wynne, L. C. (1961). Linguistic techniques and the analysis of emotionality in the interview. Journal of abnormal & social psychology, 63, 201-204.

Duetscher, J. (1969). The study of non-verbal action of counselors. Final report. Stevens Point, WI: Wisconsin State University Consortium of Research Development.

Duncan, S. D., Jr. (1972). Some signals and rules for taking speaking turns in conversations. Journal of personality & social psychology, 23, 283-292.

Duncan, S. D., Jr. (1974). On the structure of speaker-auditor interaction during speaking turns. Language in society, 2, 161-180.

Duncan, S. D., Jr., & Fiske, D. W. (1977). Face-to-face interaction, Hillsdale, NJ: Erlaum.

Efron, D. (1941). Gesture & environment. NY: King's Crown Press.

Eibl-Eibesfeldt, I. (1971). Love & hate: On the natural history of behavior patterns. NY: Holt, Rinehart & Winston.

Eibl-Eibesfeldt, I. (1972). Similarities & differences between cultures in expressive movements. In R. A. Hinde (Ed.), Nonverbal communication. Cambridge, MA: Cambridge University Press.

Eibl-Eibesfeldt, I. (1973a). Der vorprogrammierte mensch: Das ererbte asl bestimmender faktor im memschlichen verhalten. Vienna: Molden.

Eibl-Eibesfeldt, I. (1973b). Deaf & blind born girl (Germany): Expressive behavior. Homo, 24, 39-47.

Eibl-Eibesfeldt, I. (1975). Ethology: The biology of behavior. NY: Holt, Rinehart & Wineston.

Eibl-Eibesfeldt, I. (1976). Menschenforschung auf Neuen Wegen. Munich: Modlen Verlag.

Eibl-Eibesfeldt, I. (1979). Universals of human expressive behavior. In A. Wolfgang (Ed.), Nonverbal behavior: Applications & cultural implications. NY: Academic Press.

Eisenberg, M., & Smith, R. R. (1971). Nonverbal communication. NY: The Bobbs Merrill Company, Inc.

Ekman, P. (1957). A methodological discussion of nonverbal behavior. Journal of psychology, 43, 141-149.

Ekman, P. (1964). Body position, facial expression and verbal behavior behavior during interviews. Journal of abnormal & social psychology, 68(3), 295-301.

Ekman, P. (1965). Differential communication of affect by head & body cues. Journal of personality & social psychology, 20, 726-735.

Ekman, P. (1972). Universal & cultural differences in facial expression of emotion. In J. R. Cole (Ed.), Nebraska Symposium on Motivation (Vol. 19). Lincoln: University of Nebraska Press.

Ekman, P. (1982). Methods for measuring facial action. In K. R. Scherer & P. Ekman (Eds.), Handbook of methods in nonverbal behavior research (pp. 45-90). NY: Cambridge University Press.

Ekman, P., & Friesen, W. V. (1968). Nonverbal behaviors in psychotherapy research. In J. Shlien (Ed.), Research in psychotherapy (Vol, 3). Washington, DC: American Psychological Association.

Ekman, P., & Friesen, W. V. (1969). The repertoire of non-verbal behavior: Categories, origins, usage & codings. Semiotica, 1, 49-97.

Ekman, P., & Friesen, W. V. (1971). Constants across cultures in the face & emotion. Journal of personality & social psychology, 17, 124-129.

Ekman, P., & Friesen, W. V. (1974). Detecting deception from the body or face. Journal of personality & social psychology, 29, 288-298.

Ekman, P., & Friesen, W. V. (1975). Unmasking the face. Englewood Cliffs, NJ: Prentice-Hall.

Ekman, P., & Friesen, W. V. (1976). Measuring facial movement. Environment psychology & nonverbal behavior, 1, 56-75.

Ekman, P., & Friesen, W. V. (1978a). Manual for the FACS. Palo Alto, CA: Consulting Psychologists Press.

Ekman, P., & Friesen, W. V. (1978b). The facial action coding system: A technique for the measurement of facial movement. Palo Alto, CA: Consulting Psychologists Press.

Ekman, P., Friesen, W. V., & Ellsworth, P. (1972). Emotion in the human face: Guidelines for research & an integration of findings. NY: Pergamon Press.

Ekman, P., Friesen, W. V., & Malmstrom, E. J. (1970). Facial behavior & stress in two cultures. Unpublished manuscript. (available from the Langley Porter Neuropsychiatric Institute, 8F, California.

Ekman, P., Friesen, W. V., & Tomkins, S. S. (1974). Facial affect scoring technique: A first validity study. Semotica, 3, 37-58.

Ellgring, J. H., & von Cranach, M. (1972). Process of learning in the recognition of eye-signals. European journal of social psychology, 2(1), 33-43.

Ellsworth, P. C. (1975). Direct gaze as a social stimulus: The example of aggression. In P. Pliner, L. Krames, & T. Alloway (Eds.), Nonverbal communication of aggression. NY: Plenum.

Ellsworth, P. C., Carlsmith, M., & Henson, A. (1972). The stare as a stimulus to flight in human subjects: A series of field experiments. Journal of personality & social psychology, 19, 302-311.

Ellsworth, P. C., & Langer, E. J. (1976). Staring and approach: An interpretation of the stare as a nonspecific activator. Journal of personality & social psychology, 33, 117-122.

Ellsworth, P. C., & Ludwig, L. M. (1972). Visual behavior in social interaction. Journal of communication, 22, 375-403.

Erickson, F. (1979). Talking down: Some cultural sources of miscommunication in interracial interviews. In A. Wolfgang (Ed.), Nonverbal behavior (pp. 59-126). NY: Academic Press.

Ericsson, K. A., & Simon, H. A. (1980). Verbal reports as data. Psychological Review, 87, 215-251.

Evans, G. W., & Howard, R. B. (1973). Personal space. Psychological bulletin, 80. 334-344.

Exline, R. V. (1963). Explorations in the process of person perception: Visual interaction in relation to competition, sex and need for affiliation. Journal of personality, 3(1), 1-20.

Exline, R. V. (1971). Visual interaction: The glances of power and preferences. In J. Cole (Ed.), Nebraska Symposium on Motivation (pp. 163-202). Lincoln: University of Nebraska Press.

Exline, R. V., & Fehr, B. J. (1982). The assessment of gaze and mutual gaze. In K. R. Scherer & P. Ekman (Eds.), Handbook of methods in nonverbal behavior research (pp. 91-135). NY: Cambridge University Press.

Exline, R. V., Gray, D., & Schuette, D. (1965). Visual behavior in a dyad as affected by interview content and sex of respondent. Journal of personality & social psychology, 1, 201-209.

Fast, J. (1970). Body language. NY: M. Evans & Company.

Feldstein, S., & Welkowitz, J. (1978). A chronography of conversation: In defense of an objective approach. In A. W. Siegman and S. Feldstein (Eds.), Nonverbal behavior & communication. Hillsdale, NJ: Erlbaum.

Ferenczi, S. (1926). Embarrassed hands: Thinking and muscle innervation. In S. Ferenczi, Further contribution to the technique and theory of psychoanalysis. London: Hogarth.

Fiedler, F. E., Mitchell, T., & Triandis, H. C. (1971). The culture assimilator: An approach to cross-cultural training. Journal of applied psychology, 55, 95-102.

Foot, H. C., Chapman, A. J., & Smith, J. R. (1977). Friendship and social responsiveness in boys and girls. Journal of personality & social psychology, 35, 401-411.

Forston, R. F., & Larson, C. V. (1968). The dynamics of space: An experimental study in proxemic behavior among

Latin Americans and North Americans. Journal of communication, 18, 109-116.

Frank, L. K. (1957). Tactile communication. Genetic psychology monographs, 56, 209-255.

Frankel, A. S., & Barrett, J. (1971). Variations in personal space as a function of authoritarianism, self-esteem, and social characteristics of a stimulus situation. Journal of consulting & clinical psychology, 37, 95-98.

Freedman, N. (1972). The analysis of movement behavior during the clinical interview. In A. Siegman & B. Pope (Eds.), Studies in dyadic communication. NY: Pergamon Press.

Friedman, H. S. (1979). The concept of skill in nonverbal communication: Implication for understanding social interaction. In R. Rosenthal (Ed.), Skill in nonverbal communication (pp. 2-27). Cambridge, MA: Delgeschlager, Gunn, & Hain.

Freud, S. (1904). Die Psychopathologie des Alltagslebens.

Fugita, S. S., Wexley, K. N., & Hiller, J. M. (1974). Black-white differences in nonverbal behavior in an interview setting. Journal of applied social psychology, 4, 343-350.

Gale, A., Lucas, B., Nissim, R., & Harpham, B. (1972). Some EEG correlates of face-to-face contact. British journal of social and clinical psychology, 11, 326-332.

Galloway, C. M. (1976). Silent language in the classroom. Bloomington, IL: Phi Delta Kappa Education Foundation.

Galloway, C. M. (1977). Nonverbal: Authentic or artificial. Theory into practice, XVI(3), 129-133.

Garfinkel, H. (1967). Studies in ethomethodology. Englewood Cliffs, NJ: Prentice-Hall.

Gibson, J. J., & Pick, R. B. (1963). Perception of another person's looking behavior. American Journal of psychology, 76, 386-394.

Goffman, E. (1959). The presentation of self in everyday life. Garden City, NY: Anchor.

Goffman, E. (1961). Encounters. Indianapolis: Bobbs-Merrill.

Goffman, E. (1963). Behavior in public places. NY: Free Press.

Goffman, E. (1967a). Interaction ritual. Garden City, NY: Anchor.

Goffman, E. (1967b). Studies in ethnomethodology. Englewood Cliffs, NJ: Prentice-Hall.

Goffman, E. (1971/1972). Relations in public. NY: Harper Colophon.

Graham, J. A., & Argyle, M. (1975). A cross-cultural study of the communication of extra-verbal meaning of gestures. International journal of psychology, 10, 57-67.

Grant, B. M. (1977). Analyzing teacher nonverbal activity. Theory into practice, XVI(3), 200-206.

Green, J. (1971). A focus report: Kinesics in the foreign language classroom. Foreign language annals, 5, 62-68.

Greenberg, L. S., & Sarkissian, M. G. (1984). Evaluation of counselor training in Gestalt methods. Counselor education and supervision, 23,(4), 328-340.

Gudykunst, W. B., & Young, Y. K. (1984). Communicating with strangers: An approach to intercultural communication. Reading, MA: Addison-Wesley Publishing Company.

Guyer, C. G., II, & Mathews, C. D., II. (1981). Nonverbal warm-up exercises: Effects on group counseling. Small group behavior, 12(1), 55-67.

Haase, R. F., & Tepper, D. T. (1972). Nonverbal components of emphathic communication. Journal of counseling psychology, 19, 417-424.

Hall, E. T. (1959). The silent language. Greenwich, CT: Fawcett.

Hall, E. T. (1963). A system for the notation of proxemic behavior. American anthropologist, 65, 1003-1026.

Hall, E. T. (1966). The hidden dimension. NY: Doubleday.

Hall, E. T. (1968). Proxemics. Current anthropology, 9, 83-108.

Hall, E. T. (1976). Beyond culture. Garden City, NY: Doubleday.

Hall, E. T., & Hall, M. R. (1977). Nonverbal communication for educators. Theory into practice, XVI(3), 141-144.

Hall, J. A., Rosenthal, R., Archer, D., DiMattei, M. R., & Rogers, P. L. (1977). Nonverbal skills in the classroom. Theory into practice, XVI(3), 162-166.

Harlow, H. F. (1971). Learning to love. San Francisco: Albion.

Harper, R. G., Wiens, A. N., & Matarazzo, J. D. (1978). Nonverbal communication: The state of the art. NY: Wiley & Sons.

Harrison, R. P. (1974). Beyond words: An introduction to nonverbal communication. NJ: Prentice-Hall.

Harrison, R. P. (1973). Nonverbal communication. In I. S. Pool, W. Schramm, N. Maccoby, F. Fry, E. Parker, & J. L. Fern (Eds.), Handbook of communication. Chicago: Rand McNally.

Hass, H. (1970). The human animal: The mystery of man's behavior. NY: Putnam's Sons.

Henley, N. M. (1973a). Status and sex: Some touching observations. Bulletin of the psychonomic society, 2, 91-93.

Henley, N. M. (1973b). The politics of touch. In P. Brown (Ed.), Radical psychology (pp. 421-433). NY: Harper & Row.

Henley, N. M. (1977). Body politics: Power, sex, & nonverbal communication. Englewood Cliffs, NJ: Prentice-Hall.

Heppner, P. P., & Handley, P. (1982). The relationship between supervisory behaviors & perceived supervisor expertness, attractiveness, or trustworthiness. Counselor education and supervision, 21(1), 37-46.

Heslin, R. (May 1974). Steps toward a taxonomy of touching. Paper presented at the Annual Meeting of the Midwestern Psychological Association, Chicago, Illinois.

Hewes, G. W. (1955). World distribution of certain postural habits. American anthropologist, 57, 231-244.

Hill, C. E., Siegelman, L., Gronsky, B. R., Sturniolo, & Fretz, B. R. (1981). Nonverbal communication and counseling outcome. Journal of counseling psychology, 28(3), 203-212.

Hinde, R. A. (Ed.). (1972). Non-verbal communication. Cambridge: Cambridge University Press.

Hockett, C. F. (1960). Logical considerations in the study of animal communication. In W. E. Lanyon & W. N. Tavolga (Eds.), Animal sounds & communication. Washington, DC: American Institute of Biological Sciences.

Hosford, R. E., & Johnson, M. E. (1983). A comparison of self-observation, self-modeling, & practice without video feedback for improving counselor interviewing behaviors. Counselor education and supervision, 23(1), 62-70.

Hovland, C. T., Janis, I. L., & Kelley, H. H. (1953). Communication and persuasion: Psychological studies of opinion change. New Haven, CT: Yale University Press.

Hubble, M. A., Noble, F. C., & Robinson, S. E. (1981). The effect of counselor touch in an initial counseling session. Journal of counseling psychology, 28(6), 533-535.

Ickes, W., Patterson, M. L., Rajecki, D. W., & Tanford, S. (1982). Behavioral & cognitive consequences of reciprocal versus compensatory responses to pre-interaction expectancies. Social cognition, 1, 160-190.

Izard, C. E. (1969). The emotions & emotion constructs in personality and culture research. In R. B. Cattell (Ed.), Handbook of modern personality theory. Chicago: Aldene.

Izard, C. E. (1971). The face of emotion. NY: Appleton-Century.

Izard, C. E. (1977). Human emotions. NY: Plenum.

Izard, C. E. (1979). Facial expression, emotion, and motivation. In A. Wolfgang (Ed.), Nonverbal behavior: Applications and cultural implications. NY: Academic Press.

Jaffe, J., & Feldstein, S. (1970). Rhythms of dialogue. NY: Academic Press.

James, W. (1950). The principles of psychology. NY: Dover. (Originally published, 1890).

James, W. (1968). What is an emotion? In M. Arnold (Ed.), The nature of emotion. Baltimore: Pengrun. (Originally published, 1884).

Jecker, J. D., Maccoby, N., & Breitrose, H. S. (1965). Improving accuracy in interpreting nonverbal cues of comprehension. Psychology in the schools, 2, 239-244.

Johnson, K. R. (1971). Black kinesics: Some nonverbal communication patterns in the Black culture. The Florida FL Reporter, 9, 17-20, 57.

Jones, S. E. (1971). A comparative proxemics analysis of dyadic interaction in selected subcultures of NYC. Journal of social psychology, 84, 35-44.

Jones, S. E., & Aiello, J. R. (1973). Proxemic behavior of Black and white first-, third-, and fifth-grade children. Journal of personality and social psychology, 25, 21-27.

Journard, S. M. (1966). An exploratory study of body accessibility. British journal of social & clinical psychology. 5, 221-231.

Journard, S. M., & Friedman, R. (1970). Experimenter-subject "distance" and self-disclosure. Journal of personality and social psychology, 15, 278-282.

Kagan, N., & Schneidner, J. (1987). Toward the measurement of affective sensitivity. Journal of counseling and development, 65, 459-464.

Kasl, S. V., & Mahl, G. F. (1965). The relationship of disturbances and hesitations in spontaneous speech to anxiety. Journal of personality & social psychology, 1, 425-433.

Kaneshige, E. (1973). Cultural factors in group counseling and interaction. Personnel & guidance journal, 51, 407-412.

Kaul, T. J., & Schmidt, L. D. (1971), Dimensions of interviewer trustworthiness. Journal of counseling psychology, 18, 542-548.

Kendon, A. (1967). Some functions of gaze-direction in social interaction. Acta psychologica, 26, 22-63.

Kendon, A. (1970). Movement coordination in social interaction: Some examples described. Acta psychologica, 32, 100-125.

Kendon, A. (1972). Some relationships between body motion and speech: An analysis of an example. In A. W. Siegman & B. Pope (Eds.), Studies in dyadic communication. Elmsford, NY: Pergamon.

Kendon, A., & Ferber, A. (1973). A description of some human greetings. In J. H. Crook & R. P. Michael (Eds.), Comparative ecology & behavior of primates. NY: Academic Press.

Kerr, B. A., & Dell, D. M. (1976). Perceived interviewer expertness and attractiveness: Effects of interviewer behavior and attire and interview setting. Journal of counseling psychology, 23(6), 553-556.

Kestenberg, J. S., Marcus, H., Robbins, E., Berlowe, J., & Buelte, A. (1971). Development of the young child as expressed through bodily movement I. Journal of the American psychoanalytic association, 19, 746-764.

Key, M. R. (1977). Nonverbal communication: A research guide and bibliography. Metuchen, NJ: Scarecrow Press.

Kilbride, J. E., & Yarczower, M. (1983). Ethnic bias in the recognition of facial expressions. Journal of nonverbal behavior, 8(1), 27-41.

Kirouc, G., & Dore, F. (1983). Accuracy & latency of judgment of facial expressions of emotions. Perceptual and motor skills, 57, 683-686.

Kleinke, C. L., & Pohlen, P. D. (1971). Affective and emotional responses as a function of other person's gaze cooperativeness in a two-person gaze. Journal of personality and social psychology, 17, 308-313.

Kleinke, C. L., Staneski, R. A., & Berger, D. E. (1975). Evaluation of an interviewer as a function of interviewer gaze, reinforcement of subject gaze, and interviewer attractiveness. Journal of personality & social psychology, 31, 115-122.

Kleinke, C. L., & Tully, T. B. (1979). Influences of talking level on perception of counselors. Journal of counseling psychology, 26, 23-29.

Kleinpaul, R. (1972). Sprache ohne worte: Idee einer allgemeinen Wissenschaft der Sprache. The Hague: Mouton. (Originally published, Leipzig: Friedrich, 1888).

Knapp, M. (1972). Nonverbal communication in human interaction. NY: Holt, Rinehart, & Winston.

Kramer, E. (1963). The judgment of personal characteristics and emotions from nonverbal properties of speech. Psychological bulletin, 60, 408-420.

Krauss, D. (August 1981). On photography: Uses in psychotherapy. Paper presented at the Annual Convention of the American Psychological Association (89th), Los Angeles, California.

Krout, M. H. (1931). Symbolic gestures in the clinical study of personality. Transactions of the Illinois State Academy of Science, 24, 519-523.

Laban, R. (1956). Principles of dance and movement notation. London: MacDonald & Evans.

Laban, R. (1960). The mastery of movement. In L. Uhimann (Ed.), The mastery of movement (2nd. ed.). London: MacDonald & Evans.

Laban, R. (1963). Modern educational dance. In L. Uhimann (Ed.), Modern educational dance. London: MacDonald & Evans.

Laban, R. (1966). Choreutics. London: MacDonald & Evans.

LaBarre, W. (1947). The cultural basis of emotions and gestures. Journal jof personality, 16, 49-68.

LaBarre, W. (1962). Paralanguage, kinestics and cultural anthrdopology. Report for the Interdisciplinary Word-Conference on Paralanguage and Kinesics. Bloomington: Indiana University Research Center in Anthropology, Folklore, and Linguistics.

LaBarre, W. (1964). Paralinguistics, kinesics, and cultural anthropology. In T. A. Sebok (Ed.), Approaches to semiotics. The Hague: Mouton.

LaCrosse, M. B. (1975). Nonverbal behavior and perceived counselor attractiveness and persuasiveness. Journal of counseling psychology, 22, 563-566.

LaFrance, M., & Mayo, C. (1976). Racial differences in gaze behavior during conversations: Two systematice observation studies. Journal of personality & social psychology, 33, 547-552.

LaFrance, M., & Mayo, C. (1978). Moving bodies: Nonverbal communication in social relationships. Monterey: Brooks/Cole.

LaFromboise, T., & Dixon, D. N. (1981). American Indian perception of trustworthiness in a counseling interview. Journal of counseling psychology, 28(2). 135-139.

LaFromboise, T., Dauphinais, P., & Lujan, P. (1981). Verbal indicators of insincerity as perceived by American Indians. Journal of non-white concerns, 1, 87-93.

LaFromboise, T., Dauphinais, P., & Rowe, W. (1980). Indian students' perception of positive helper attributes. Journal of American Indian education, 19(3), 97-103.

Lambert, W. W., & Lambert, W. E. (1964). Social psychology. Englewood Cliffs, NJ: Prentice-Hall.

Langer, S. K. (1942). Philosopgy in a new key: A study in the symbolism of reason, rite, and art. Cambridge, MA Harvard University Press.

Laver, J., & Hutcheson, S. (Eds.). (1972). Communication in face to face interaction. Harmondsworth: Penguin.

LeBon, G. (1960). The crowd. NY: Viking Press. (Originally published, 1895).

Lebra, T. S., & Lebra, W. P. (Eds.). (1974). Japanese culture and behavior: Selected readings. Honolulu: University Press.

LeComte, C. (1981). Counseling interactions as a function of spatial-environmental conditions. Journal of counseling psychology, 28(6), 536-539.

Lee, D. Y. (1980). Decoding skills in nonverbal communication and perceived interviewer effectiveness. Journal of counseling psychology, 27(1), 89-92.

Lee, D. Y., & Halberg, E. T. (1982). Nonverbal behaviors of "good" and "poor" counselors. Journal of counseling psychology, 29(4), 414-417.

Lee, D. Y., Uhlemann, M. R., & Haase, R. F. (1985). Counselor verbal and nonverbal responses and perceived expertness, trustworthiness, and attractiveness. Journal of counseling psychology. 32(2), 181-187.

Leibman, M. (1970). The effects of sex and race norms on personal space. Environment & behavior, 2, 208-246.

Levi-Strauss, C. (1963). Structural anthropology, C. Jackson (Trans.). NY: Basic Books.

Lewin, K. (1951). Field theory in social science. NY: Harper.

Little, K. B. (1968). Cultural variations in social schemata. Journal of personality & social psychology, 10, 1-7.

Livingston, S. A. (1980). Nonverbal communication tests as predictors of success in psychology and counseling. Educational testing service. Princeton, NJ: Center for Occupational and Vocational Reassessment.

Lomax, A. (1973). Cultural differences in movement style. Literature available from Dover Notation Bureau, 8E N. St., NYC, NY 10003.

Lyman, S. M., & Scott, M. B. (1967). Territoriality: A neglected sociological dimension. Social problems, 15, 236-249.

Mahl, G. F. (1968). Gestures and body movements in interviews. In J. Shlien (Ed.), Research in psychotherapy (Vol. 3). Washington, DC: American Psychological Association.

Mahl, G. F., & Schilze, G. (1964). Psychological research in the extralinguistic area. In T. Sebeok, A. S. Hayes, & M. C. Bateson (Eds.), Approaches to semiotics. The Hague: Mouton.

Matarazzo, J. D., & Wiens, A. N. (1972). The interview: Research on its anatomy and structure. Chicago: Aldine-Atherton.

Matsumoto, D. (1983). Behavioral predictions based on perceptions of facial expressions of emotion. Social behaviors and personality, 11, 97-104.

McBride, G., King, M. C., & James, J. W. (1965). Social proximity effects of galvanic skin responses in adult humans. Journal of psychology, 61, 153-157.

McGurk, H., & MacDonald, J. (1976). Hearing lips and seeing voices. Nature, 26(4), 746-748.

McKnight, P. C. (1971). Micro-teaching in teacher training: A review of research. Research in education, 6, 24-38.

McPhail, P. (1972). Lifetime. London: Longman.

McQuown, N. A. (1971). The natural history of the interview microfilm collection of manuscripts in cultural anthropology. Series XV 95, 96, 97, & 98. University of Chicago Library.

Mehan, H., & Wood, H. (1975). The reality of ethnomethodology. NY: Wiley & Sons.

Mehrabian, A. (1969). Some referents and measures of nonverbal behavior. Behavior research methods & instrumentation, 1, 203-7.

Mehrabian, A. (1972). Nonverbal behavior. NY: Aldine-Atherton.

Mehrabian, A., & Ferris, S. R. (1967). Inference of attitude from nonverbal communication in two channels. Journal of counseling psychology, 31, 248-252.

Mehrabian, A., & Ksionsky, S. (1972). Some determiners of social interaction. Sociometry, 35, 588-609.

Miller, P. W. (1981). Nonverbal communication. No. 1053-1-00. Washington, DC: National Education Association.

Milmoe, S., Novey, M. S., Kagan, J., & Rosenthal, R. (1968). The mother's voice: Postdictor of aspects of her baby's behavior. Proceedings, 76th Annual Convention, APA, 463-464.

Milmoe, S., Rosenthal, R., Blane, H. T., Chafetz, M. E., & Wolf, I. (1967). The doctor's voice: Postdictor of successful referral of alcoholic patients. Journal of abnormal psychology, 77, 78-84.

Montagu, A. (1971). Touching, NY: Harper & Row.

Morsbach, H. (1973). Aspects of nonverbal communication in Japan. Journal of nervous & mental disease, 157, 262-277.

Moses, P. J. (1954). The voice of neurosis. NY: Grune & Stratton.

Nagata, D. K. (1983). Nonverbal and verbal content behaviors in the prediction of interviewer effectiveness. Journal of counseling psychology, 30(1), 83-86.

Nichols, K. A, & Champness, B. G. (1971). Eye gaze and the GSR. Journal of experimental social psychology, 7, 623-626.

Nisbett, R. E., & Wilson, T. D. (1977). Telling more than we can know: Verbal reports on mental processes. Psychological review, 84, 231-259.

Noesjirwan, J. (1977). Contrasting cultural patterns of interpersonal closeness in doctors' waiting rooms in Sydney & Jakarta. Journal of cross-cultural psychology, 8, 357-368.

Noesjirwan, J. (1978). A laboratory study of proxemic patterns of Indonesians and Australians. British journal of social and clinical psychology, 17, 333-334.

North, M. (1971). Personality assessment through movement. London: MacDonald & Evans.

Ostwald, P. F. (1963). Soundmaking: The acoustic communication of emotion. Springfield: Charles C. Thomas.

Parker, W. N., & McDavis, R. J. (1983). Attitudes of Blacks toward mental health agencies and counselors. Journal of non-white concerns, 11(3), 89-97.

Patterson, M. L. (1973). Compensation in nonverbal immediacy behaviors: A review. Sociometry, 36, 237-252.

Patterson, M. L. (1976). An arousal model of interpersonal intimacy. Psychological review, 83, 235-245.

Patterson, M. L. (1978). the role of space in social interaction. In A. Siegman & S. Feldstein (Eds.), Nonverbal behavior and communication. Hillsdale, NJ: Erlbaum.

Patterson, M. L. (1982). A sequential functional model of nonverbal exchange. Psychological review, 89, 231-249.

Patterson, M. L. (1983). Nonverbal behavior: A functional perspective. NY: Springer-Verlag.

Patterson, M. L., Jordan, A., Hogan, M. B., & Frerker, D. (1981). Effects of nonverbal intimacy on arousal & behavior adjustment. Journal of nonverbal behavior, 5, 184-198.

Patterson, M. L., Reidhead, S. M., Gooch, M. V., Stopka, S. J. (1984). A content-classified bibliography of research on the immediacy of behaviors: 1965-1982. Journal of nonverbal behavior, 8(4), 360-393.

Patterson, M. L., Roth, C. P., & Schenk, C. (1979). Seating arrangement, activity, & sex difference in small group crowding. Personality & social psychology bulletin, 5, 100-103.

Paurohit, N. (1982). The role of verbal and nonverbal cues in the formation of first impressions of Black & white counselors. Journal of counseling psychology, 29(4), 371-378.

Pear, T. H. (1931). Voice and personality, London: Chapman.

Pike, K. L. (1967). Language in relation to a unified theory of human behavior (2nd rev. ed.). The Hague: Monton.

Poyatos, F. (1976). Man beyond words: Theory and methodology of nonverbal communication. NY: New York State English Council.

Reade, M. N., & Smouse, A. D. (1980). Effect of inconsistent verbal-nonverbal communication and counselor response made of client estimate of counselor regard & effectiveness. Journal of counseling psychology, 27(6) 546-553.

Reich, W. (1949). Character-analysis (3rd ed.). NY: Farrar, Straus and Giroux.

Rich, A. L. (1974). Interracial communication. NY: Harper.

Robbins, E. S., & Haase, R. F. (1985). Power of nonverbal cues in counseling interactions: Availability, vividness, or salience? Journal of counseling psychology, 32(4), 502-513.

Roll, S. A., Crowley, M. A., & Rappl, L. E. (1985). Research on client perceptions of counselors' nonverbal behavior: A re-evaluation. Counselor education & supervision, 24(3), 234-243.

Roll, W. V., Schmidt, I. D., & Kaul, T. J. (1972). Perceived interviewer trustworthiness among Black and white convicts. Journal of counseling psychology, 19, 537-541.

Rosenfeld, H. M. (1980). Whither interactional synchrony? In K. Bloom (Ed.), Prospective issues in infant research. Hildale, NJ: Erlbaum.

Rosenfeld, H. M. (1982). Measurement of body motion and orientation. In K. R. Scherer & P. Ekman (Eds.), Handbook of methods in nonverbal behavior research. NY: Cambridge University Press.

Rosenthal, R. (1966). Experimenter effects in behavior research. NY: Appleton-Century-Crofts.

Rosenthal, R. (1967). Covert communication in the psychological experiment. Psychological bulletin, 67, 356-367.

Rosenthal, R., Hall, J. A., DiMatteo, M. R., Rogers, P., & Archer, D. (1979). Sensitivity to nonverbal communication. Baltimore: John Hopkins Press.

Ross, M., Laydon, B., Erickson, B., & Schopler, J. (1973). Affect, facial regard & reactions to crowding. Journal of personality and social psychology, 28, 69-76.

Rotter, G. S., & Rotter, N. G. (August 1987). A photographic scale to measure recognition accuracy of facial emotions. Paper presented at the Annual Convention of the APA, NYC, NY.

Rubin, Z. (1970). Measurement of romantic love. Journal of personality & social psychology, 16, 265-273.

Ruhly, S. (1976). Orientations to intercultural communication. Modules in speech communication. Palto Alto, CA: Science Research Associates, Inc., College Division.

Sapir, E. (1921). Language. London: Harcourt Brace.

Sartre, J. P. (1957). Being a nothingness. London; Methuen.

Schachter, S., & Singer, J. E. (1962). Cognitive, social and physiological determinants of emotional state. Psychological review, 69, 379-399.

Scheflen, A. E. (1965). Quasi-courtship behavior in psychotherapy. Psychiatry, 28, 245-257.

Scheflen, A. E. (1966). Natural history method in psychotherapy: Communicational research. In L. A. Gottschalk & A. H. Auerbach (Eds.), Methods of research in psychotherapay. NY: Appleton-Century-Crofts.

Scheflen, A. E. (1973). Communicational structure (rev. ed.). Bloomington, IN: Indiana University Press.

Scheflen, A. E. (1974). How behavior means. Garden City, NY: Anchor Press/Doubleday.

Scheflen, A. E. (1979). on communicational processes. In A. Wolfgang (Ed.), Nonverbal behavior applications and cultural implications (pp. 1-16). NY: Academic Press.

Scheflen, A. E., & Scheflen, A. (1972). Body language and social order. Englewood Cliffs, NJ: Prentice-Hall.

Schegloff, E. A. (1968). Sequencing in conversational openings. American anthropology, 70, 1075-1095.

Schegloff, E. A., & Sacks, H. (1973). Opening up closings. Semiotica, 8, 289-327.

Scheid, A. B. (1976). Client's perception of the counselor: The influence of counselor introduction and behavior. Journal of counseling psychology, 23. 503-508.

Scherer, K. R. (April 1972a). Acoustic concomitants of emotional dimensions: Judging affect from synthesized tone sequences. Paper presented at Eastern Psychological Association Meeting, Boston, MA.

Scherer, K. R. (1972b). Judging personality from voice: A cross-cultural approach to an old issue in interpersonal preception. Journal of personality, 40, 191-210.

Scherer, K. R. (1982). Methods of research on vocal communication. Paradigms and parameters. In K. R. Scherer & P. Ekman (Eds.), Handbook of methods in nonverbal behavior research (pp. 136-198). NY: Academic Press.

Scherer, K. R., & Ekman, P. (Eds.). (1982). Handbook of methods in nonverbal behavior research. NY: Cambridge University Press.

Scherer, K. R., & Scherer, U. (1981). Speech and emotional states. In J. Darby (Ed.), The evaluation of speech in psychiatry. NY: Grune & Stratton.

Scherer, M., & Rogers, R. W. (1980). Effects of therapist's non-verbal communication on related skill and effectiveness. Journal of counseling psychology, 36(3), 696-700

Scherer, S. E. (1974). Proxemic behavior of primary school children as a function of their socioeconomic class and sub-culture. Journal of personality & social psychology, 29, 800-805.

Scherer, U., & Scherer, K. R. (1980). Psychological factors in bureaucratic encounters: Determinants & effects of interactions between officials & clients. In W. T. Singleton, P. Spurgeon, & R. B. Stammers (Eds.), The analysis of social skill. NY: Plenum.

Scheutze, A. (1948). Sartre's theory of the alter ego. Philosophical & phenomenological research, 9, 181-199.

Seaford, H. W. (1975). Facial expression dialect: An example. In A. Kendon, R. M. Harris, & M. R. Key (Eds.), Organization of behavior in face to face interaction. Chicago: Aldine.

Shannon, C. E., & Weaver, W. (1949). The mathematical theory of communication. Urbana, IL: University of Illinois Press.

Shimoda, K., Argyle, M., & Ricci Bitti, P. (1978). The intercultural recognition of emotional expressions by three national groups - English, Italians, & Japanese. European journal of social psychology, 8, 169-179.

Shuter, P. (1976). Proxemics and tactility in Latin America. Journal of communication, 26, 46-52.

Sidney, E., & Argyle, M. (1969). Training in selection interviewing. London: Mantra.

Siegal, J. C., & Sell, J. M. (1978). Effects of objective evidence of expertness and nonverbal behavior on client perceived expertness. Journal of counseling psychology, 25, 188-192.

Sielski, L. M. (1979). Understanding body language. Personnel & guidance journal, 57(5), 238-242.

Simmel, G. (1921). Sociology of the senses: Visual interaction. In R. E. Park & E. W. Burgess (Eds.), Introduction to the science of sociology. Chicago: University of Chicago Press.

Small, A. M. (1973a). Acoustics. In F. D. Minifie, T. J. Hixon, and F. Williams (Eds.), Normal aspects of speech, hearing, and language. Englewood Cliffs, NJ: Prentice-Hall.

Small, A. M. (1973b). Psychoacoustics. In F. D. Minifie, T. J. Hixon, and F. Williams (Eds.), Normal aspects of speech, hearing, and language. Englewood Cliffs, NJ: Prentice-Hall.

Smith, A. G. (1966). Communication and culture. Toronto: Holt, Rinehart & Winston.

Smith, D. E., Willis, F. N., & Gier, J. (1980). Success and interpersonal touch in a competitive setting. Journal of nonverbal behavior, 5, 26-34.

Smith, E. R., & Miller, F. D. (1978). Limits on perception of cognitive process: A reply to Nisbett and Wilson. Psychological review, 85, 355-362.

Smith-Hanen, S. S. (1977). Effects of nonverbal behavior on judged levels of counselor warmth and empathy. Journal of counseling psychology, 24, 87-91.

Sommer, R. (1968). Intimacy ratings in five countries. International journal of psychology, 3, 109-114.

Sommer, R. (1969). Personal space: The behavior basis of design. Englewood Cliffs, NJ: Prentice-Hall.

Sommer, R., & Becker, F. D. (1969). Territorial defense and the good neighbor. Journal of personality & social psychology, 11, 85-92.

Sotomayor, M. (1977). Language, culture, and ethnicity in developing self-concept. Social casework, 58, 195-203.

Soucie, R. M. (1979). Common misconceptions about nonverbal communication: Implications for training. In A. Wolfgang (Ed.), Nonverbal behavior: Applications and cultural implications (pp. 209-230). NY: Academic Press.

Starkweather, J. (1956). Content-free speech as a source of information about the speaker. Journal of abnormal and social psychology, 52, 394-402.

Stockwell, S. R., & Dye, A. (1980). Effects of counselor touch on counseling outcome. Journal of counseling psychology, 27(5), 443-446.

Storms, M. D., & Thomas, G. C. (1977). Reactions to physical closeness. Journal of personality & social psychology, 35, 412-418.

Strong, S. R. (1968). Counseling: An interpersonal influence process. Journal of counseling psychology, 15, 215-224.

Strong, S. R., & Schmidt, L. D. (1970a). Expertness and influence in counseling. Journal of counseling psychology, 17, 81-87.

Strong, S. R., & Schmidt, L. D. (1970b). Trustworthiness and influence in counseling. Journal of counseling psychology, 17, 197-204.

Sue, D. W. (1981). Counseling the culturally different. NY: Wiley & Sons.

Sue, D. W., & Sue, S. (1972). Counseling Chinese-Americans. Personal & guidance journal, 50 637-644.

Sundstrom, E., & Altman, I. (1976) Interpersonal relationships and personal space: Research review & theoretical model. Human ecology, 4, 47-67.

Sussman, N. M., & Rosenfeld, H. M. (1982). Influence of culture, language, and sex on conversational distance. Journal of personality & social psychology, 42, 66-74.

Tagiuri, R., & Stanford, L. (1958). Social preference and its perceptions. Stanford: Stanford University Press.

Tepper, D. T., Jr., & Haase, R. F. (1978). Verbal & nonverbal communication of facilitative conditions. Journal of counseling psychology, 25(1), 35-42.

Thayer, S., & Alban, L. (1972). A field experiment on the effect of political & cultural factors on the use of personal space. Journal of social psychology, 88, 267-272.

The Bilingual Education Act (Public Law 93-380), Title VII, ESEA.

Tipton, R. M., & Rymer, R. A. (1978). A laboratory study of the effects of varying levels of counselor eye contact on client-focused and problem-focused counseling styles. Journal of counseling psychology, 25(3), 200-204.

Tolor, A. (1968). Psychological distance in disturbed and normal children. Psychological reports, 23 695-701.

Tomkins, S. S. (1962). Affect, imagery, consciousness (Vol. I): The Positive Affects. NY: Springer.

Tomkins, S. S. (1963). Affect, imagery, consciousness (Vol. II): The Negative Affects. NY: Springer.

Van Gennep, A. (1960). The rites of passage. (B. Monika, Vizedom, & G. L. Caffee, trans.). Chicago: Chicago University Press. (Originally published, 1908).

Van Hooff, J. A. R. M. (1982). Categories and sequences of behavior: Methods of description and analysis. In K. R. Scherer & P. Ekman (Eds.), Handbook of methods in nonverbal behavior research (pp. 362-439). NY: Cambridge University Press.

Von Cranach, M. (1971). The role of orienting behavior in human interaction. In A. H. Esser (Ed.), Behavior and environment: The use of space by animals and men (pp. 217-237). NY: Plenum.

Von Cranach, M., & Harre, R. (Eds.). (1983). Goal-directed Action. Cambridge: Cambridge University Press.

Walter, J., & Miles, J. H. (1983). Black students' perceptions of counseling appropriateness: A preliminary study. Journal of non-white concerns, 11(3), 133-141.

Watson, O. M. (1970). Proxemic behavior: A cross-cultural study. The Hague: Mouton.

Watson, O. M., & Graves, T. D. (1966). Quantitative research in proxemic behavior. American anthropologist, 68, 971-985.

Watzlawick, P., Beavin, J., & Jackson, D. (1967). Pragmatics of human communication. NY: W. W. Norton.

Weitz, S. (Ed.). (1974). Nonverbal communication: Readings with commentary. NY: Oxford University Press.

Whitcher, S. J., & Fisher, J. D. (1979). Multidimensional reaction to therapeutic touch in a hospital setting. Journal of personality & social psychology, 37, 87-96.

White, P. (1980). Limitations on verbal reports of internal events: A refutation of Nisbett and Wilson and of Bem. Psychological review, 87, 105-112.

Wiener, M., Devoe, S., Rubinow, S., & Geller, J. (1972). Nonverbal behavior and nonverbal communication. Psychological review, 79, 185-214.

Williams, J. H., & Haynes, N. M. (1983). Black junior high school students' perceptions of the role and effectiveness of counselors. Journal of non-white concerns, 11(4), 152-157.

Willis, F. N. (1966). Initial speaking distance as a function of the speakers's relationship. Psychonomic Science, 5, 221-222.

Willis, F. N., & Hoffmann, G. (1975). The development of tactile patterns in relation to age, sex and race. Developmental psychology, 11 886.

Willis, F. N., Reeves, D. L., & Buchanan, D. R. (1976). Interpersonal touch in high school relative to sex and race. Perceptual and motor skills, 43, 843-847.

Witthuhn, J. (1982). Toward the development of an Indian student profile for early intervention. Minneapolis, MN: Minneapolis Pubic Schools Indian Education Section, Minnesota Public Schools.

Wolff, W. (1943). The expression of personality. NY: Harper.

Wolfgang, A. (1973). Projected social distances as a measure of approach-avoidance behavior toward radiated figures. Journal of community psychology, 1, 226-228.

Wolfgang, A. (Ed.). (1975). Education of immigrant students: Issues and answers. Toronto: Ontario Institute for Studies in Education Symposium Series 5.

Wolfgang, A. (1977). The silent language in the multicultural classroom. Theory into practice, XVI(3), 145-152.

Wolfgang, A. (1978). A locus of control, social distance, and self-concept comparison of Canadian & West Indian students. Mimeographed paper, Department of Applied Psychology, Ontario Institute for Studies in Education, Toronto.

Wolfgang, A. (Ed.). (1979a). Nonverbal behavior: Applications and cultural implications. NY: Academic Press.

Wolfgang, A. (Ed.). (1979b). The teacher and nonverbal behavior in the multicultural classroom. In A. Wolfgang (Ed.), Nonverbal behavior: Applications and cultural implications. NY: Academic.

Wolfgang, A., & Wolfgang, J. (1971). Exploration of attitudes via physical interpersonal distance toward obese, drug users, police, homosexuals, and other marginal figures. Journal of clinical psychology, 27, 510-512.

Worchel, S., & Teddle, C. (1976). The experience of crowding: A two-factor theory. Journal of personality & social psychology, 34, 30-40.

Wundt, W. (1900-1920). Volkerpsychologie (Vols. 1-10).

Wynne-Edwards, V. C. (1962). Animal dispersion in relation to social behavior. Edinburgh: Oliver & Boyd.

Young, D. W. (1980). Meanings of counselor nonverbal gestures: Fixed or interpretive? Journal of counseling psychology, 27(5), 447-452.

Zlutnick, S., & Altman, I. (1972). Crowding and human behavior. In J. Wohlwill & D. Carson (Eds.), Environment and the social sciences: Perspectives and applications. Washington, DC: APA.

Zuckerman, M., Hall, J. A., DeFrank, R. S., & Rosenthal, R. Encoding and decoding of spontaneous and posed facial expressions. Journal of personality and social psychology, 34, 966-977.

ERRATA

Page	Line	
1	1	Wolfgang (1979a)
	17	Argyle (1972)
2	16	Hovland, Janis, & Kelley (1953)
	17	Nagata, Nay, & Seidman (1983)
	25	Hill, Siegelman, Gronsky, Sturniolo, & Fretz (1981)
	26	Kleinke & Tully (1979)
3	3	Kleinke, Staneski, & Berger (1975)
	3	(1) Kerr & Dell (1976) (2) Merluzzi, Merluzzi, & Kaul (1977)
	6	Sue (1981)
4	11	Wolfgang (1979a)
5	20	Wolfgang (1979a, 1979b)
7	20	Wolff (1943)
8	3	Birowhistell (1952, 1970)
	23	(1) Bateson, & Mead (1942) (2) Hockett (1960)
	25	Kendon (1970, 1972)
9	18	Eibl-Eibesfeldt (1971)
12	13	Van Gennup (1960)
15	22	Foot, Chapman, & Smith (1977)
19	18	Nisbett and Wilson's (1977)
20	2	(Goffman, 1959, 1963, 1967a, 1967b)
23	1	McQuown (1971)
25	24	Wolfgang (1979a, 1979b)
26	7	Mortensen's (Wolfgang, 1977)
29	4	delete Smith (1969)
31	23	Hall & Hall (1977)
32	3	Wolfgang & Wolfgang (1971)
37	12	Wolfgang (1979b)
51	3rd ref.	Gudykunst, W. B., & Kim, Y. Y. .....

58 13 ref. Nagata, D. K., Nay, W. R., & Seidman, E. (1983)..

Addenda

Capella, J. N., & Greene, J. O. (1982). A discrepancy-arousal explanation of mutual influence in expressive behaviors in adult and infant-adult interaction. Communication monographs, 49, 89-114.

Claiborn, C. D., & Schmidt, L. D. (1977). Effects of presession information on the perception of the counselor in an interview. Journal of counseling psychology, 24, 259-263.

Dell, D. M. (1973). Counselor power base, influence attempt, and behavior change in counseling. Journal of counseling psychology, 20, 399-405.

Haase, R. F., & Tepper, D. T. (1972). Nonverbal components of emphathic communication. Journal of counseling psychology, 19, 417-424.

Haines, D. B., & Eachus, H. T. (1965). A preliminary study of acquiring cross-cultural interaction skills through self-confrontation. Aerospace Medical Research Laboratories, Wright-Patterson Air Force Base, Ohio.

Herring, R. D. (In press). The American Native Family: Dissolution by coercion. Journal of multicultural counseling and development.

Lewis, R. G., & Ho, M. K. (1979). Social work with Native Americans. In D. Atkinson, S. Morken, & D. Sue (Eds.), Counseling American minorities. Dubuque, IA: Browne.

Merluzzi, T. M., Merluzzi, B. H., & Kaul, T. S. (1977). Counselor race and power base: Effects on attitudes and behavior. Journal of counseling psychology, 24 430-436.

Rothmeier, R., & Dixon, D. (1980). Trustworthiness and influence in a counseling interview. Journal of counseling psychology, 27, 315-319.

Schmidt, L. D., & Strong, S. R. (1971). Attractiveness and influence in counseling. Journal of counseling psychology, 18, 348-351.

Stern, D. N. (1974). Mother and infant at play: the dyadic interaction involving facial, vocal, and gaze behavior. In M. Lewis & L. Rosenblum ' Eds.), The effects of the infant on its caregivers. (The Origins of Behavior Series, vol. 1). NY: Wiley.

Strong, S. R., & Dixon, D. N. (1971). Expertness, attractiveness, and influence in counseling. Journal of counseling psychology, 18, 562-570.